

# NEW YORK SCHOOL JOURNAL

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**THE NEW YORK NAUTICAL SCHOOL.**  
We present our readers this week with a fine illustration of the schoolship, "St. Mary's," which is stationed in the harbor of New York as the Nautical School ship of the New York Board of Education. It must be understood that this is to be a school to make sailors; in fact, it is a primary school in nautical matters. After the boys have served a term of eighteen months or two years, or have been a long voyage, they will be admitted to other schools, where their instruction in navigation will be continued, with such other branches added as may be found necessary and desirable—as, for example, the duties and obligations of masters, the rights of seamen, enough of marine insurance to keep them and their owners out of scrapes with insurance companies; in short, such branches as will qualify them for promotion through the various grades of mate up to master.

industrious ample opportunity to rise to the highest positions offered by our mercantile marine, and to familiarize all (looking to the possible contingency of war) with the general duties of men-of-war, the discipline and routine of the navy will be observed as far as applicable.

DESCRIPTION AND HISTORY OF THE "ST. MARY'S."

The *St. Mary's* is a sailing sloop of war of 985 tons, old measurement, and was built at the Washington Navy Yard, in the year 1844, and was intended to carry 20 guns. Her length is 149.3 feet; beam, 37.4 feet; hold, 16.6 feet. She carries about 18 tons ballast, stows 25,000 gallons of water, and can carry six months provisions for a full crew. Her maximum draft is 17 feet.

Having passed successfully through the prescribed term, from 18 months to 2 years, according to the aptitude of the pupil, each boy will be awarded a certificate bearing his

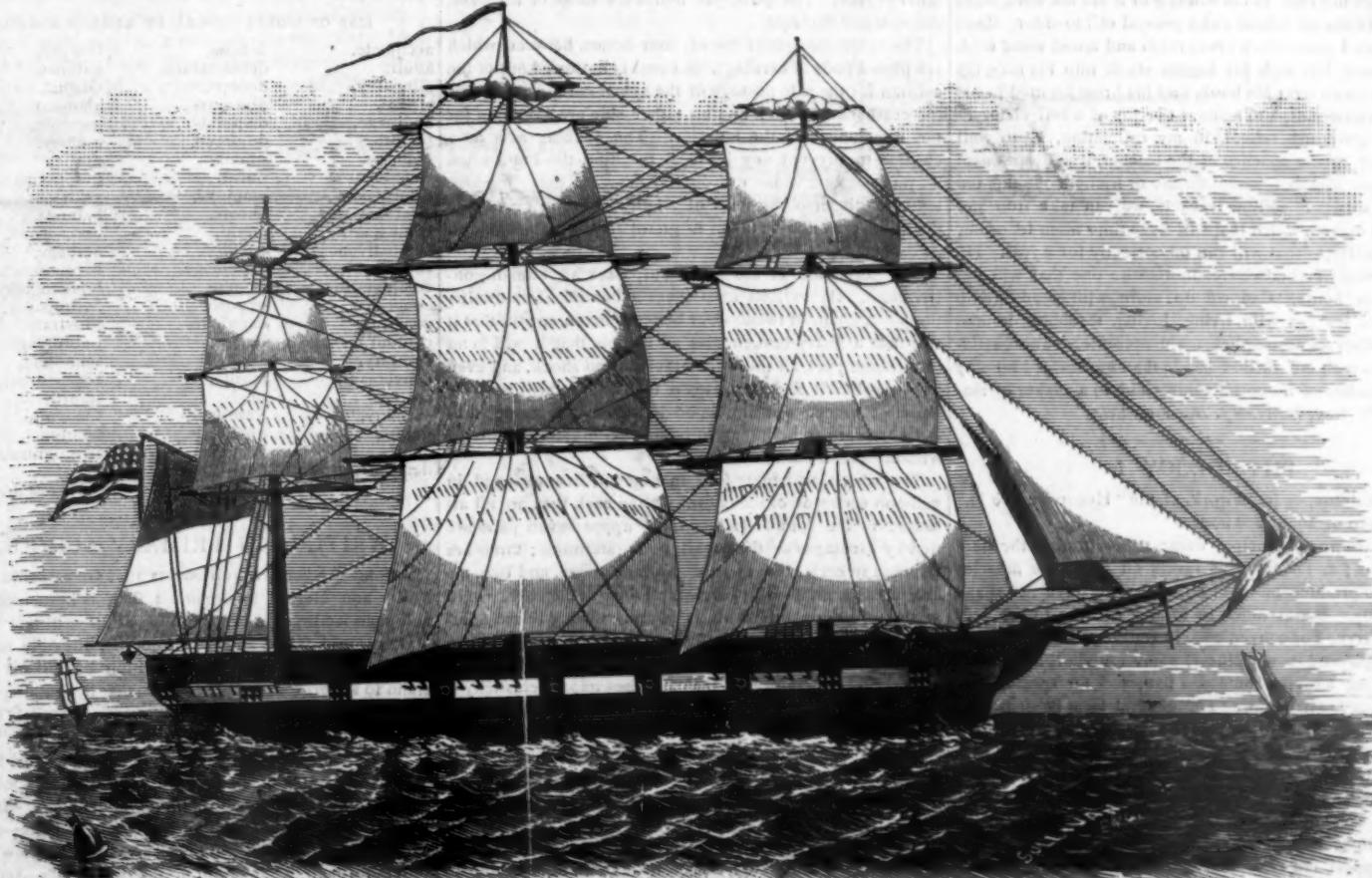
1st. They must be of sound constitution and free from all physical defects, to ascertain which they will be carefully examined by a surgeon appointed for the purpose.

2d. They must evince some aptitude or inclination for a sea life.

Once entered, the boys will be uniformed and supplied with bedding, for which, and for incidental expenses, a moderate charge will be made—the only charge attending the course.

They will be put upon a plain but wholesome diet, and subjected to such a system of training as will, while inducing habits of good order and personal cleanliness, insure high physical development and robust health.

They will be carefully instructed in all the duties of a seaman, such as boxing the compass, knotting and splicing, the strapping of blocks, reefing and furling, heaving the



THE SCHOOL SHIP ST. MARY'S.

To extend the aid and encouragement of the General Government to an undertaking of such national importance, Congress, in an act passed June 20, 1874, authorized the use of certain of our National vessels for this purpose, as well as the detailing of naval officers to act as superintendents and inspectors in such schools, but with the special provision: "That no person shall be sentenced to, or received at such schools as a punishment, or commutation of punishment for crime." Under this act, the Navy Department has kindly extended to the Commissioners the use of the U. S. ship *St. Mary's*, and has, at the special request of the Commissioners, detailed Commander Phythian, U. S. N., to act as superintendent of the school.

The main object of the New York Nautical School is to train up and educate American boys to be good seamen for the merchant service. In order to give the intelligent and

rating and general character, which certificate, it is believed, will always insure employment to its possessor.

On leaving the school, efforts will be made to obtain for the boys holding the school certificates, positions on board the best ships out of New York, and, to this end, the active co-operation of the ship owners has been earnestly solicited. Should the reasonable anticipations of the Commissioners be realized, boys, returning from their first voyage, will be desirous of continuing their studies in practical navigation, so as to qualify themselves for the position of mate or captain. To assist all such, instruction in practical and theoretical navigation, and such other branches as may be deemed necessary to their advancement, will be given.

Boys, not under 15 years of age, having the written consent of their parents or guardians, will be received on board the ship on the following conditions:

lead, using the palm and needle, the handling of boats, under oars and under sail, swimming, etc.

They will also be drilled in the working of marine artillery (great guns), the use of small arms, and the cutlass exercise.

The advantages which this school presents for a fine physical training, combined with all the instruction necessary to fit a lad to be a good seaman, "foremast hand" or officer, has never before been offered in this country outside the regular navy. Parents and guardians of boys desiring to follow the sea would do well, therefore, to give this notice their careful consideration.

A SUNDAY school scholar, being asked what became of men who deceived their fellow men, promptly exclaimed: "They go to Europe."

## The School Room.

[This department will be conducted with reference to the practical work and wants of the teacher. Suggestions and information will be found pertaining to management, studies, government, methods of teaching, waking up mind, general culture and examinations. Dialogues and recitations (mainly original) will be presented, suitable for receptions, etc. We invite every practical teacher to contribute to render this department of the JOURNAL useful in the highest degree possible to the toilers in the school-room.]

### Song for Close of School.

(American School Song Book, page 146).

SOPH'LY now the light of day  
Fades upon our sight away;  
Free from care, from labor free,  
Lord, we would look up to Thee.  
When, for us, the light of day  
Shall forever pass away,  
Then, from sin and sorrow free,  
Take us, Lord, to dwell with Thee.

### MORAL DISCIPLINE.

A SELF-REGULATING SCHOOL.—Our large study room, containing one hundred and sixty desks, is given up to the pupils for their own purposes. No teacher sits in it to keep order. If a pupil wishes to leave his seat or to whisper, he does so. He is presumed to be the best judge of his own wants. Classes pass to and from the recitation rooms called by the pupils. If the teacher does not immediately appear when the class assembles, they commence recitation. If the teacher fails to come at all, they finish their work and return to the study room. The pupils ring the bells, call and close recesses, and attend to all the minutiae of school work. If a pupil sees a pencil mark on the wall, he will erase it; a piece of paper on the floor, he will pick it up; anything wrong, he will stop and right it. One may often pass through the school room without attracting an eye. Let a band of music go by or an alarm of fire be heard, and a pupil could not rush to the window or leave his work without a hiss from the school and a general call to order. Many a time have I gone into a lower room and found some wild, music loving boy with his fingers stuck into his ears, his head bent down over his book, and his brow knotted in his earnest determination to achieve the joy of a self victory.

A well-governed school, in my estimation, is so well poised that, in the absence of the teacher, it will run on of itself till the nightfall, without noise or friction. Is this too much to expect? Fellow teachers, we can take iron and brass and make a watch that will keep time when its owner is sound asleep—that will run on correctly for a year. He is a poor watchmaker who cannot make one that will run twenty-four hours. Can we do more with dead, dumb metal than we can with living, loving, throbbing human hearts? Can we accomplish more accurate, definite, reliable results with our skilled hands than our trained minds? Shall a teacher of immortal souls yield to a maker of machinery?" Nay, verily.—*J. Dorman Steele.*

### PHYSIOLOGY I.

THE Skeleton, or framework, of the "House we live in," is composed of about 200 bones.

They have three principal uses: 1. To protect the delicate organs; 2. To serve as levers on which the muscles may act to produce motion; and 3. To preserve the shape of the body. Bones differ in form according to the uses they subserve. For convenience in walking, some are long; for strength and compactness, some are short and thick; for covering a cavity, some are flat; and for special purposes, some are irregular. The general form is such as to combine strength and lightness. For example, all the long bones of the limbs are round and hollow, thus giving with the same weight a greater strength, and also a larger surface for the attachment of the muscles.

"Cut a sheet of foolscap into two pieces. Roll one-half into a compact cylinder, and fold the other into a close, flat strip; support the ends of each, and hang weights in the middle until they bend. The superior strength of the roll will astonish one unfamiliar with this mechanical principle. In a rod, the particles break in succession, first those on the outside, and later those in the centre. In a tube, the particles are all arranged where they resist the first strain. Iron pillars are therefore cast hollow. Stalks of grass and grain are so light as to bend before a breath of wind, yet are stiff enough to sustain their load of seed. Bone is twice as strong as oak. It would require a weight of 5,000 lbs. to crush a cubic inch."

In the body, bones are not dry, dead, blanched things they seem to be, but are moist, living, pinkish structures covered with a tough membrane called the per-i-os-te-um.

By means of a system of canals, the blood circulates as freely through the bones as any part of the body. The whole structure is constantly but slowly changing, old material being taken out and new put in. A curious illustra-

tion is seen in the fact that if madder be mixed with the food of pigs, it will tinge their bones red.

When a bone is broken, the blood at once oozes out of the fractured ends. This soon gives place to a watery fluid, which in a fortnight thickens to a grisly substance strong enough to hold them in place. Bone-matter is then slowly deposited, which in five or six weeks will unite the broken parts. Nature, at first, apparently endeavors to remedy the weakness of the material by excess in the quantity, and so the new portion is larger than the old. But the extra matter will be gradually absorbed, sometimes so perfectly as to leave no trace of the injury. A broken limb should always be held in place by splints to enable this process to go on uninterruptedly, and also lest a sudden jar might rupture the partially mended break. For a long time the new portion consists largely of animal matter, and so is tender and pliable. The utmost care is therefore necessary to prevent a malformation.

For convenience the bones of the skeleton are considered in three divisions: the *head*, the *trunk*, and the *limbs*.

The bones of the skull and the face form a cavity for the protection of the brain and four organs of sense, viz: sight, smell, taste and hearing.

The skull is composed of two compact plates, with a spongy layer between. These are in several pieces, the outer ones being joined by notched edges (sutures, sutyurs) in the way carpenters term dove-tailing. The peculiar structure and form of the skull afford a perfect shelter for the brain—an organ so delicate that, if unprotected, an ordinary blow falling upon it would destroy it forever. Its oval or egg shape adapts it to resist pressure. The smaller and stronger end is in front, where the danger is greatest, and projections before and behind shield the less protected parts.

The trunk has two important cavities. The upper part, or *chest*, contains the heart and the lungs, and the lower part, or *abdomen*, holds the stomach, liver, kidneys and other organs. The principal bones are those of the *spine*, the *ribs*, and the *hips*.

The spine consists of twenty-four bones, between which are placed pads of cartilage. A canal is hollowed out of the column for the safe passage of the spinal cord. Projections (processes) at the back and on either side are abundant for the attachment of the muscles. The packing acts as a cushion to prevent any jar from reaching the brain when we jump or run, while the double curve of the spine also tends to disperse the force of a fall. Thus on every side the utmost caution is taken to guard that precious gem in its casket.

The perfection of the spine surpasses all human contrivances. Its various uses seem a bundle of contradictions. A chain of twenty-four bones is made so stiff that it will bear a heavy burden, and so flexible that it will bend like rubber; yet, all the while, transmits no shock, and even hides within it a delicate nerve that would thrill with the slightest touch. Resting upon it, the brain is borne without a tremor; and clinging to it, the vital organs are carried without fear of harm.

The ribs, also twenty-four in number, are arranged in pairs on each side of the chest. At the back they are all attached to the spine. In front, the upper seven pairs are tied by cartilages to the breast bone (sternum); three are fastened to each other and the cartilage above, and two, the floating ribs, are loose. The natural form of the chest would be that of a cone diminishing upward. Owing to the tightness of the clothing as commonly worn, the reverse is often the case. The long, slender ribs give lightness, the arched form confers strength, and the cartilages impart elasticity—properties essential to the protection of the delicate organs within, and to freedom of motion in respiration.

The hip-bones, called by anatomists the *Innominate*, or nameless bones, form an irregular basin styled the *pelvis*.

### ARITHMETIC.

I EARLY saw that the use of books was unfavorable to despatch, and I made it a rule not to let a child cipher from a book, until she was very quick and very accurate, in what are called the ground rules of arithmetic. My manner of teaching these rules may have had something peculiar in it, but it was rather the amount of practice than the method, which gave my pupils a degree of speed and accuracy that sometimes astonished strangers. I recollect that once an awkward teacher, from a neighboring state, visited my school, and as he had published an arithmetic and felt strong in this branch, he asked me to show him an exercise in it. I called out a class of about twenty, and gave them a sum in simple multiplication of which the multiplier was 8. They did the operation so quickly, that my visitor thought there was some trick in it, and he asked if I would allow him to set them a sum. He began to dictate, and to write his figures on the black-board, which was so turned that the pupils could not see it; but, his operations were so slow that the class grew impatient. He told them, at last, to multiply by 9, and, before he had multiplied the first two figures, some held out the sum to him and asked if it was right. "Stop a minute!" said he. As their numbers increased around him, "Stop a minute! stand away!" said he, knocking the misses with his elbows, "you put me out!" I beckoned to them to form a line, and wait patiently. When he had done, he examined their slates and pronounced them all wrong, and he was evidently pleased at this result. But, one of them instantly went to his sum on the black-board, and returned, saying that she believed the error was in his sum. He went over it again, and, after a long time, discovered that it was so. I asked him to try them again, but he declined, and most ungraciously added that "the girls bothered him." They would have done ten such sums to his one, and made their figures ten times as well as his were made. He was the author of an arithmetic, notwithstanding, and had taught for several years.

### PRONUNCIATION OF WORDS.

MANY words occur in reading and spelling that are almost always mispronounced. It is well (as we have already recommended in this column) for the teacher to make a list of such words, and drill the whole school in the pronunciation of them. He may do this easily by writing a few—say ten—on the board each day, and having the pupils pronounce them several times, singly or in concert.

We give a list of such words below, and expect to extend the list hereafter. We should like to know how many of our readers can pronounce all the words correctly. It is doubtful whether one in a hundred, even of our teachers and other educated people, can correctly pronounce three-fourths of them. Friends, try it; and after you have mastered the words, get some of your friends to pronounce them. You will find the trial to be a first-rate intellectual amusement.

#### LIST OF WORDS GENERALLY MISPRONOUNCED.

acclimate,	deficit,	frontier,
adult,	desideratum,	gallows,
allopathy,	dessert,	Giaour,
alpaca,	discourse,	glamour,
bardinage,	disputable,	gondola,
betroth,	dolorous,	granary,
bouquet,	drama,	gratis,
camelopard,	ducat,	guipure,
Caucasian,	employe,	gutta-percha,
cicerone,	encore,	heinous,
combatant,	ennui,	herbaceous,
combativ-ness,	equable,	herbage,
comparable,	espionage,	heroine,
complaisance,	etagere,	homeopathy,
congeries,	exposé,	hydropathy,
construe,	exquisite,	illustrate,
contour,	extant,	imbroglio,
contrary,	extol,	immobile,
conversant,	febrile,	imperturbable,
cortege,	finale,	improvise,
culinary,	February,	incognito,
dahlia,	finance,	irrational,
debris,	financier,	irrecognizable,
defalcate,	finis,	isolat.

*Normal Monthly.*

### WRITING IN PRIMARY SCHOOLS.

AMONG the many acquirements that are valuable in their utility and elegant in ornament, there is none more desirable than facility and beauty in the art of writing.

One would think, however, from the illegible scrawling that disfigures so many pages, written by persons who lay claim to superior accomplishments, that irregularity and deformity in the construction of letters were truly a valuable accomplishment, indicative of culture and genius.

The primary room, therefore, is the place to begin a systematic course of instruction in writing, as soon as the child is able to command its thumb and fingers. In teaching a child its letters, it should be taught to write—not print—the characters, thus enabling it to acquire a knowledge of letters through the medium of the two senses—seeing and hearing—and indelibly stamping upon the mind the form of the letters. Thus it will carry with it a distinct impression of all characters learned, and be as able to form them mentally as to trace their outlines on the printed page.

When a child learns the name and how to form a letter, teach it another letter; that joined to the one first learned forms a word. Then in the same manner teach the pupil another word, which, used with the first word taught, will form a sentence, always beginning with the shortest and simplest words. Thus—let "I" be the first letter taught—and here I would say, to prevent many tearful eyes in after years, teach the capital "I"—then "g," then "o," joining the last two. The child writes the word "go;" then placing "I," the first letter learned, before the word "go," it writes the sentence, "I go." In the same way, "I see," "I feel," "I do," "I eat," and others of like brevity. By this way the child learns to write the words and sentences that it uses

daily, and they, therefore, have to it a living significance that detached words, and words seldom used—such as are frequently found in copy-books, do not possess.

After having acquired facility in writing words of one syllable, forming sentences with only nouns and verbs, begin to use such sentences: "I go home," "I go away," "I see you;" and, as the scholar's ability to write strengthens, gradually introduce longer and more difficult words.

Carlinville, Ill.

H. C. JONES.

#### DIFFERENCE BETWEEN SEEING AND OBSERVATION.

WHEN I look out of my window, the image of a very large tract falls upon my retina. I see at once a multitude of houses, and the infinitude of objects that go to make up the picture, and apparently I see every thing distinctly, but this is really far from being the case. If I look suddenly out at a landscape that I have never seen before, and fix my gaze upon a church-spire for a few moments, the image of the landscape falls immovably upon the retina; but, if I now suddenly withdraw and try to reproduce by sketch or writing what I have seen, I shall find myself totally unable. I have only an indistinct impression of the church-spire, and perhaps of a few prominent objects in its immediate vicinity. I have *seen* the landscape, but I have not *observed* it. Now let me return, paper in hand, to sketch the same landscape. Instead of fixing my eye immovably upon one point, I deliberately run it over the leading lines of the view, and then trace lines upon the paper that produce the same effect upon my eyes as those in nature have done. My sketch will at best be imperfect, but its accuracy will be in proportion to the care with which I have examined the outlines in the landscape. In observing an object, we do not then look fixedly at it—we *run the eye* over it.—*Popular Science*.

AN average degree of health is a necessary qualification for success in teaching. There is probably no occupation that is so much sought by invalids as the one we are considering, and at the same time no labor that is a greater tax upon physical powers and the nervous energies. I have been requested to send certificates to invalids who were unable to come to the office for examination. One who has not the strength to endure a ride of ten or twelve miles, certainly is not able to endure the fatigue of the school room. A teacher to be successful, must be able to impart life and energy to his pupils. This can only be done by a strong, energetic, healthy person. There is a great tendency among school directors to be governed by sympathy in employing teachers. Many deficiencies are frequently overlooked and teachers employed on account of poor health or poverty, who otherwise would not have had their application considered. I have even known of health being made an objection to a teacher. I recently knew of a gentleman who was a fine teacher in every respect, who applied for a school, and was told by directors, "You are strong and healthy. You should go to work, and leave the schools for those who are unable to work." Under this head I would class young ladies who are in the habit of chewing gum. There can be no question as to our right to exclude persons who are addicted to the use of intoxicating drinks, or who are immoderate users of tobacco. In granting certificates we are required to certify to the moral character of the applicant. Let us not be careless in this responsible duty. All applicants who are not known personally to us should be required to present testimonials of character before being admitted as candidates for certificates. We will find no community that will uphold lying or deceit. This vice is a common one among applicants for certificates. They claim to have forgotten, and to be rusty in a great many things that they never knew anything about.—*Miss May L. Carpenter's Address*, Ill.

#### KNOWLEDGE IN YOUTH.

I HOLD that every child, not a dunce, ought to know on its eighth birthday the names and the succession of the English sovereigns (mind, I don't say anything about dates, but the names and the succession) from the Conquest, and should also have an idea of Alfred and Canute, as well as of Edward the Confessor. I choose this piece of history particularly because, as has been very happily said, it bears to other history of modern times very much the same relation that the multiplication table does to arithmetic. It is learned very easily in virtue of the childish eagerness for stories; and long before they can read themselves, children will be able to repeat perfectly the story of Alfred and the cakes, of Canute and the tide, the Conqueror and the curfew, or the tapestry of Matilda, and so on, down through the rich store of English history to the traditions and stories of our own colonial times and of the Revolution.

The succession once accurately learned, it is a very short and easy step to relationship of the more obvious sort,

father and son, brothers or cousins. I should not trouble them about the great granddaughter of John of Gaunt, or Sophia, Electress of Hanover; but one who has not seen it tried would be surprised to find how soon a class can trace back Victoria to Henry the Seventh. There is a kind of "House that Jack built" fashion about it that pleases children, and they learn without knowing it. I leave out dates, as dates; but the notice of long reigns and short reigns, the kings that died young, or died unhappily, the queens that were beautiful, or the princesses that went away to marry great dukes or had kings come to woo them, the great battles, like Hastings, and Poictiers, and Agincourt, will gradually fix the idea of time correctly and ineffaceably in the mind.—*Mrs. A. C. Martin*.

#### MORAL LESSON.

IN one of the eastern States there were two farmers who lived near neighbors, and whose farms were side by side. One of these farmers was a good man, of gentle disposition and inoffensive character. The character of the other was just the reverse of this. His temper was like tinder, taking fire at every spark that came in his way. He hated his kind neighbor, more, perhaps, on account of his goodness than anything else. He was always vexing and tormenting the good man, quarreling about mere trifles, as much as one can quarrel who has no one to quarrel with him.

One summer he had mowed down a good deal of grass, and had gone away from home, leaving it out in the field to dry. But while he was absent, there came up a storm of rain. While the clouds were gathering, the pious man saw the exposed condition of his neighbor's hay, and it struck him that there was a fine chance to show a good man's revenge, that is, to return good for evil. So he took with him his hired men, and got his neighbor's hay all safely into the barn. Let us see the result.

When the quarrelsome man came home, expecting to see his hay all soaked by the rain, and found it had been taken care of by the man he had so much injured, it cut him to the very core. From that hour the evil spirit was cast out of him. No more abuse did he give the good man after that; but he became as obliging and kind to his pious neighbor as the latter had been to him.

#### WOMAN THE PRIMITIVE ARTIST.

THE connection between the manufacture of pottery and the evolution of ornament is exceedingly close; and some of the most beautiful ornamental borders, etc., have originated on pottery, the soft, easily-scratched clay furnishing an excellent surface for drawing upon. In savage America the manufacture of pottery falls everywhere to the lot of woman, since, as it is a branch of cooking, she, having the charge of domestic affairs, naturally makes the vessels in which to prepare food. But the Indian woman not only makes the pottery, she also ornaments it. Elsewhere, as among certain tribes in Africa, and also among the Papuans and the Feejees, woman is the ceramic artist. Llewellyn Jewett thinks that the Celtic burial-urns were made and ornamented by women. But, the world over, woman, among savage tribes, not only makes ornamental pottery, but she spins and weaves, and makes and decorates clothes. She is, in fact, the primitive decorative artist. Even in civilized life she still loves to cover with beautiful, purely aesthetic forms every thing her hand touches, and it is through her influence, more than through that of man, that decorative art flourishes to-day. I do not know whether her greater susceptibility to the influence of decorative art forms springs from her greater delicacy of physical organization, or whether, what is perhaps more probable, it is owing to the wants of an entirely different life from that which man leads.—*Popular Science Monthly*.

#### THE FOSSIL MAN OF MENTONE.

THERE is a town in Italy, near the sea coast, in whose vicinity there are several remarkable caverns. The peculiar features of these caverns are the fossils that are found imbedded in them, for upon close examination they prove to be skeletons of the human race. As far as known at this time, these are the most ancient remains of human beings upon the earth. They were reposing in the Caverne du Cavillon, whose entrance was completely stopped until about the year 1800. This cavern is 60 feet deep or long, and 50 feet high, and 20 feet wide. M. Riviere, a French savant, in the year 1872, thoroughly explored the floor of this room, and found it to be the repository of the remains of animals, shells and bones. At a depth of about 20 feet, he came upon the skeleton lying on its left side, as though a man had laid down and quietly died there.

There is in the appearance of this skeleton itself, nothing to show that it was clothed with flesh at any very remote period of time; but in the soil of the cave many flint and bone instruments were found, as well as the bony struc-

tures of various animals which no longer exist. Here, for example, are the bones of that rhinoceros which is found in the ice of Siberia, where it has been preserved for countless centuries.

Mixed confusedly with the soil, are the tools of this ancient race—made either of bone, stone, or deer's horn—such as pins, needles, chisels, arrow heads, and hammers. The abundance of ashes showed that this was a residence or cooking-place; and the numerous bones of the deer and goat showed their favorite food.

But why does this skeleton attract such marked attention, it may be asked? There are two answers. First, it is another evidence that man has an antiquity much greater than ordinary history assigns to him. There are many reasons that have impelled the scholars of our time to suspect that man is an ancient inhabitant of the globe; that he has lived on it at least thirty thousand years. Again, there are those of Mr. Darwin's school, who look among these bones to find a confirmation of their views, namely, that man is a descendant of the apes or monkeys of a past age. They have critically examined these remains, therefore, but find them in every appearance human and man like. There is not the slightest appearance to warrant the opinion that he was a being who differed in any respect from those who look with curious eyes on his hoary relics, save that of "environment."

#### GOLDEN THOUGHTS.

'Tis the privilege of human nature, above brutes, to love those that disoblige us.—*Antoninus*.

THINGS are sullen and will be as they are, whatever we think them or wish them to be.—*Cudworth*.

THERE is small chance of truth at the goal where there is not a childlike humility at the starting post.—*Coleridge*.

THOUGH once in his life he may grate thee with harshness, excuse him who on every occasion else has soothed thee with kindness.—*Sadi*.

HAVR the courage to be ignorant of a great number of things, in order to avoid the calamity of being ignorant of everything.—*Sidney Smith*.

SHALL your faults be as the scales of the plant, stripped off one by one till the flower smiles on top, or shall they be as the coat of the shell fish, to which each year adds a layer.—*Ib.*

A MAN is relieved and gay when he has put his heart into his work, and done his best; but what he has said or done otherwise, shall give him no peace.—*Emerson*.

WERE the aggressor in a quarrel my own sister, endeared to me by a thousand generous offices, I would, I must love the sufferer best; at least while he is a sufferer.—*Richardson*.

A WEAK mind sinks under prosperity, as well as under adversity. A strong and deep one has two highest tides, when the moon is at the full, and when there is no moon.—*Hare*.

I WISH there were tables of pride and prejudice as of refraction and parallax—that we might free ourselves from errors of position and atmosphere. Even then we must make, as the astronomer does, a *personal equation*.

BE not offended with mankind, should any mischief assail thee, for neither pleasure nor pain originate with thy fellow being. Though the arrow may seem to issue from the bow, the intelligent can see that the archer gave it its aim.—*Sadi*.

A MAN is known to his dog by the smell—to the tailor by the coat—to his friend by the smile; each of these know him, but how little or how much depends on the dignity of the intelligence. That which is truly and indeed characteristic of man, is known only to God.—*Rushin*.

To despise is to be ungrateful beforehand. Be not looking for evil. Often thou drinkest the gall of fear while evil is passing by thy dwelling. Verily evils may be courted, may be wooed, and may be won by distrust; for the soil is ready for the seed, and suspicion hath coldly put aside the helping hand.—*Tupper*.

OKX reason why we are so severe on the faults of others and so lenient to our own, is that we judge their action alone as the index of their regard for virtue—while we find in ourselves an infinite love of virtue, and an entire trust in our power of following her, and we are so filled by this that we are but slightly shocked, when in any one instance we deviate from our well known line of rectitude.—*Emerson*.

SOME men will follow Christ on certain conditions—if he will not lead them through rough roads—if he will not enjoin them any painful tasks—if the sun and wind do not annoy them—if he will remit a part of his plan and order. But the true Christian who has the spirit of Jesus, will say, as Ruth said to Naomi, "Whither thou goest I will go!" whatever difficulties and dangers may be in the way.—*Cecil*.

## Collegiate Department.

WILLIAM L. STONE, Editor.

All communications designed for this department of the paper must be addressed as above.

## Ode III. of Anacreon.

ONCE at midnight's darksome hour,  
When the Bear, with waning power,  
Towards Boötes arms advances,  
And the tribes that speech entrances,  
Rest from labors overpowering,  
Then without my portal, showering  
Blow on blow, stood Cupid quaking.  
"Who," cried I, "my door is breaking?  
"All my dreams you'll break in pieces."  
Cupid then his knocking ceases,  
Saying "Open, be not fearful."  
"I am but a child, all fearful,"  
"Drenched this moonless night, and weary."  
Hearing this and feeling cheery,  
Straight I take my lamp, and throwing  
Wide the door, before me glowing,  
See a babe with bow and quiver,  
E'en whose arrows seem to shiver.  
By the hearth he soon is seated,  
With my own his hands are heated,  
Then my care the moisture presses  
From his long and flowing tresses.  
"Now," said he, when warm and rested,  
"Let us see my weapon tested."  
"If the string, this rainy weather,"  
"Still have strength to hold together."  
So he pulls and I am smitten  
To the heart, as one is bitten,  
While he cries, and laughing, leaves me;  
"Thanks, my friend, that shot relieves me."  
"For my bow is good as ever,"  
"And your heart will ache forever."

AQUARIUS.

## SKETCHES OF OUR COLLEGE PRESIDENTS.

## No. I.

PRESIDENT JAMES B. ANGELL.

BY REV. D. J. O. MURRAY,

(Pastor of the Fifth Avenue Brick Church.)

PRESIDENT ANGELL, of the University of Michigan, is a native of Rhode Island. He was born in the town of Scituate, on the 7th of January, 1829. It is in itself a marked tribute to his abilities, that at the age of 37 he should have been called to preside over an institution which has had so honorable a history among our colleges, and to succeed the men who have adorned its presidential chair. He entered Brown's University as freshman, in September, 1845; from which, in 1849, he was graduated with the highest honors of his class. The period of his residence in college is still, in the college traditions, remembered as distinguished for the number of its accomplished scholars, and among these, by testimony alike of officers and students, President Angell was easily first. An attitude for all subjects of knowledge characterized his collegiate course. Prominent as a classical scholar, he showed equal facility in mastering sciences. That firm enthusiasm for literary studies, that comprehensive and accurate and philosophical historical spirit, which he has since developed so richly, were then awakened. It would, perhaps, have been difficult to predict, at the close of his college residence, in which department of scholarly pursuits he would be most successful.

It was during his collegiate course, and under the influence of President Wayland's masculine and deep though simple Christian faith, that he became a Christian, attaching himself, after a long and thoughtful examination of denominational peculiarities and claims, to the Congregational church. During the last year of his course, he formed the purpose of entering the Christian ministry; a purpose slowly formed and reluctantly abandoned under the pressure of opposing circumstances.

Five years after graduation he was engaged in teaching, and at the same time in studies privately pursued according to his own tastes. In 1851 he went to Europe, where he spent the next two years in study and travel. From his foreign residence he was recalled to take the Chair of Modern Languages and Literature in Brown University. That post he filled with the most gratifying success till 1860. He developed the highest qualities as a teacher during its administration. His own ripe culture in this department, his admirable taste, his enthusiastic, stimulating mind, his hearty convictions, combined, with attractive manners of tuition, made him one of the most successful professors in a university which has not been wanting in some of our most influential educators.

Blended, however, with these decided literary tastes, was a stirring and manly interest in active affairs. No man feels a more keen and healthy sympathy with the great human world outside the cloister. During the last two years of his professorship, he had written many of the leading articles in

the Providence *Journal*, a newspaper which has always been marked for the order of its editorial ability. In 1860, the chair of the professor was resigned for the chair of the editor. Hon. Henry B. Anthony, having been elected U. S. Senator, offered to Mr. Angell, the entire editorial care of his newspaper. This position he accepted and held for six years. He conducted the *Journal* during the period of the war. It was among the most uncompromisingly loyal. It never faltered in its support of the Government, and was never despondent. In the darkest hours of the struggle, the well known buoyancy and manly courage of its acting editor found daily expression in his editorials. Some of them were circulated as campaign documents during the critical periods of the conflict.

When, however, in 1866, the presidency of the University of Vermont was offered him, the earlier and stronger love for academic life prevailed. He resigned the editorial position, and in August, 1866, was inaugurated President of the University of Vermont. It is a good illustration of the remarkable readiness with which Professor Angell commands his resources, that at the shortest possible notice, he prepared an inaugural address which is remembered, by all who heard it, as most felicitous, not only for its classic finish, but for the grasp it showed of the educational problem with which he was called to deal.

He assumed the duties of his new office at a time when the fortunes of the college were at a low ebb, and its future seemed somewhat overcast. But he gave himself to these duties with so much organizing and executive ability, with so clear and accurate a perception of what the true idea of collegiate education is as the question now stands before the public mind; he has brought to his chair so much of the finest culture, so much attractiveness and power in personal character, so fine gifts as an instructor, that the future of the college is most decidedly hopeful. From its geographical position, it can never be among our largest institutions. But for the quality of its education it has always held a high rank.

Indeed so marked was his success that in September, 1869, he was offered the presidency of the University of Michigan, at Ann Arbor. It was, however, at that time declined. A second invitation was afterwards given in 1872, which was presented in such form as to make it hard to resist. President Angell is now, therefore, at the head of our largest western University, and even during the time of his being there has already imparted in all its departments new life and vigor. The University of Michigan may well be proud of its president.

## Notes and Comments.

THE Philadelphia *Ledger* says, "Language is the universal key." As was said by a man who taught himself under difficulties, "There is no reason why a man who can read should not learn what he chooses." But to learn to read is not simply to know the letters and their sounds. It is to know meanings. This knowledge comes, as already remarked, upon most pupils incidentally, and but very slightly from the dictionary. It is an indirect consequence of study, whereas it might be made a potent aid. By giving young pupils a large opportunity to read as an end, afterwards to become a means to other ends, time would be saved, and what is now drudgery in education would become a pastime. And as education makes progress, the same idea should be followed—less memorizing and more reading. It is often remarked of desultory students (young men who neglect their "studies," strictly so termed, for miscellaneous reading) that "it is astonishing how much they know—they were such poor students." The truth is that they were unconsciously following, without system, the very best means of learning. They acquire such a knowledge of the language as enables them to take in at sight what less various readers require a long time to understand. Plenty of reading, pursued systematically, yet in a pleasant mode, and with some freshness and variety of topics, would save students much labor. And what is better still, it would promote a most important object of education. The object—not so much valued as it should be—is the imparting to the student a taste for books and a love for reading. The person thus directed is furnished with a safeguard from many temptations. Any one who can find companions in books, and who keeps up with the periodical literature of the time, can have good "company" or companionship at will. The more thorough the knowledge of language, the more complete the enjoyment. Laborious reading—the mere mechanical going over of words but partially understood—is no pastime, but a task. If we would have education do all that it should for the youth of our land, we must make reading easy to them, by a more thorough education in the particulars above hinted at.

PRESIDENT Eliot, of Harvard College, recommends an enlargement of the present college library at an expense of \$80,000.

MR. I. V. WILLIAMSON has just given \$10,000 to the Educational Home for Boys in West Philadelphia. This is his second gift in the same direction.

It is thought that the subscriptions for the Agassiz Museum at Harvard will soon reach the desired amount of \$200,000, thus making it possible to draw the \$50,000 appropriated by Massachusetts. With this \$250,000 new halls are to be built, new facilities for instruction are to be provided, and the classification and arrangement of the Museum is to be carried forward much further than it was at Agassiz's death. Eventually, all the branches of natural history are to have their museums and lecture rooms on the square near Divinity Hall, where the Museum stands, and Peabody Ethnological Museum is to be built in the same locality.

THE Faculty, Officers and Senior Class of Tufts College gave a brilliant reception Wednesday evening, to the Rev. A. A. Miner, D. D., the retiring President of that institution. After Dr. Miner had received his numerous friends, Mr. F. A. Dillingham, President of the Senior Class, stepped to the front of the platform and made a short address, in which he tendered to the retiring President a hearty godspeed. In response, Dr. Miner made a graceful speech of thanks, of recommendations and reminiscences. Dr. Miner has been the President of Tufts College since 1865. At the Alumni dinner the same evening resolutions were adopted sympathizing with the institution in the loss it suffers by Dr. Miner's retirement, and gratefully recognizing his services in its behalf.

THE trustees of the University of Chicago are about to inaugurate a movement for the establishment of a fund of \$60,000 to be completed by July 4, 1876, for the assistance of needy students in the University. This fund is to be called the National Centennial Educational Fund of Chicago, and will be regarded as Chicago's contribution to the commemoration of the great event. The provision by which this fund is to be enjoyed alike by every class, each sex and religious opinion, is one so broad as to receive the commendation of every one.

Two children of Martinsville, Harrison County, Mo., a boy age 10 and a girl of 8 years, leaving school, which was kept a mile and a half from their home, at 4 o'clock, P. M., were overtaken by a furious snow storm, lost their way, and the next morning were found frozen to death. They had sought shelter in a ravine, and overcome by fatigue, had slept never to wake again. When found, the body of the girl was covered with the blue jean coat of her brother.

THE New York Free Medical College for Women, at No. 51 St. Mark's Place, is growing in numbers and influence. At present it contains about 50 students, and at its last commencement, conferred the degree of Doctor of Medicine on fourteen ladies. Instruction in this College is entirely free. A lady friend of the institution has presented the surgical department with over \$200 worth of valuable instruments.

PROF. EMERSON of Amherst College has so far regained his health that he has started for Minnesota in search of further improvement.

THE Paine Memorial Building in Boston was dedicated on Friday last, the 138th anniversary of Thomas Paine's birth. The money for the structure was furnished largely by James Lick, the California millionaire. The building is on Appleton street, and is of brick, with a frontage of 53 feet and a depth of 100. A marble statue of Paine is to be placed in a niche over the keystone. The front wall is inscribed with some of his maxims.

THE *Intelligencer* of Bucks County, Pa., says, in referring to the proposition to establish a Normal School at Norristown, you say that probably not more than one-half of the pupils that attend normal schools intend teaching. You are right, no doubt; consequently would it not be well for the State to pause for a time and consider what she is doing?

One-half of the normal school pupils never intend teaching. Why then should the State enable these schools to bid lower for these pupils than the academies can? Millions of dollars are invested throughout the State in private schools. Should the State make this property of no value by enabling corporations to take their patronage from them? The State knows no private enterprise in its efforts to educate her children, some one may reply. Then let her be honest. If she means to aid normal schools, only let them be normal schools—schools for the education of teachers—no others. If she means to assist any institutions that will assist her in the education of her coming citizens, let her do so. But no more academies under the guise of normal schools to rob those already in existence. She has already, according to the last report of the State Superintendent, given to her several normal schools \$260,000, besides what she has paid

yearly to their graduates who intend teaching. Is this right? Is it not a great injustice to the many academies scattered throughout the State?

PROF. W. D. WHITNEY, of Yale College, has been elected as honorary member of the Philological Society of England.

MORE than \$16,000 has been already subscribed for the Williams professorship at Michigan University, and there is a prospect that the full amount required—\$25,000—will shortly be raised.

MR. S. A. ENSIGN, of Hartford, intends to supplement T. M. Allyn's gift of \$100,000 for the establishment of an industrial school by giving a site for the building at Parkville.

ILLINOIS Industrial University has had during the past term 350 students, and the scholarship is higher than in former years. The number of students in the School of Architecture is increasing, and a short builders' course is proposed for the benefit of experienced carpenters and mechanics who desire to take architectural drawing to fit them for master-builders. A School of Design will be established immediately.

THE sum of \$27,000 will be asked of the incoming Maine Legislature by the Agricultural College of that State. The institution has now 125 pupils.

THERE are 150 students in the Philadelphia School of Design for Women. The general average of the work done is said to be very good.

A COMPLIMENTARY dinner was given Monday evening by the University of New York City to the orator *par excellence* of the recent inter-collegiate contest. The banquet which was in Delmonico's best style, was attended by the chancellor and faculty and a large number of students, together with many distinguished guests. Letters were read at the banquet from Richard Grant White, William C. Bryant, George William Curtis and others. The entire affair was a most enjoyable one.

THERE was a very interesting session of the teachers at Grant City, Missouri, December 29th. Discussions were had in arithmetic, grammar and spelling. They also discussed the novel subject, "The necessity of having a man for County Superintendent who is alive to the interests of education." Mr. T. W. Hibbs was Secretary, from whom we shall soon hear again.

THE city of Hartford, Ct. will have a school for teaching agriculture, botany, household work, as well as the ordinary branches of knowledge. It is to receive \$100,000 from Hon. M. T. Allyn, and is to be free.

IT is said that one-sixth of America's population of about 30,000,000, cannot read or write; 5,000,000 out of a total school population of almost 13,000,000 receive instruction. There is danger in this mass of ignorance fearful to contemplate.

MR. J. W. BOUTON, of 706 Broadway, New York, has become the American publisher of *The Portfolio*. This is an English periodical, edited by Philip Gilbert Hamerton, and numbering among its contributors many English and Continental artists of the highest note. The illustrations of the *Portfolio* consist of etchings and wood engravings, but the publishers hope during the present year to reproduce some pictures by the new process of the Messrs. Goupil—a process which combines photographic accuracy with a pleasanter effect than is usually produced by photographs.

THE *Sanitarian*, for January, contains at least three papers of exceptional value, viz: "Perils of the School-room," "Hand Feeding of Infants," and "Relations of Topography to Health." There is not one of these topics which is not of special interest, and of more economic importance to the general reader than any other subject upon which he "reads us." The *Sanitarian* is devoted to just such papers; it is in no sense a technical journal, and it therefore richly deserves the most careful reading and cordial support.

#### THE STEAM-KITCHEN AT CHRISTIANA, NORWAY.

THE steam-kitchen of Christiana is the property of a stock company, and its stockholders are regularly awarded the common savings bank dividend of six per cent. on their investment. It is in a commodious and convenient brick building, about 60 feet square and three stories high; a steam engine of perhaps 10 horse-power, with steam boilers of twice that capacity; a dozen cooking boilers, a set of steam driven chopping machines, and a large variety of furniture and implements, all exactly adapted to the business in hand; besides a bank fund, invested, or ready for investment, in the purchase of meat by the carcass, fish by the ton, and potatoes by thousands of bushels.

It is a business enterprise whose object is to furnish good food, well cooked, at the lowest possible price consistent with paying all expenses and a small interest on the investment. Nothing is given away, and no distinction is made among its customers. Any who will may avail themselves of its benefits, whether they be rich or poor, but those who fetch and carry soup are not concerned

trades people or mechanics, artists or drones. The work is performed by a regularly employed force of cooks and assistants, under the direction of a general superintendent, appointed by the stockholders.

The initial point of the operation is the ticket office. No food is given out or distributed in any way except in exchange for tickets, and these can be obtained only at an office in the building specially adapted for that purpose, and there only in exchange for cash down. You may have tickets valued at 2, 4, 6, 12, or 24 cents—as many or as few of each as you desire. If you wish a single meal, 12 cents will pay for all and more than you are likely to require. If you are, or intend to become, a regular customer, you will keep a supply, as you would of ferry or omnibus tickets, always in your pocket. Ticket in hand, you mount the plainly furnished dining room on the second floor. The bill of fare is a short one. Soup, bread, potatoes, boiled meat, fish, and sausages complete, or very nearly so, all the variety. In naming your choice, you give your ticket to the waiter—a woman—and instantly you are served. Ordinarily this is but a matter of seconds, and before I finish you will learn why.

The floor above is occupied as sleeping apartments for the waiters, cooks, and attendants by whom the seemingly complicated machinery of the establishment is kept in motion. Let us look now at the interior working.

We enter at a side-door just as an immense load of fish is being delivered. The different kinds are assorted and carried away to the huge bins, from whence, in small quantities continuously taken, all will soon disappear. Meat and potatoes are received in bulk at other entrances and similarly disposed of. The storage bins, as likewise the steam-engine and boilers, occupy the basement floor.

On this principal floor we find a large, centrally-located, octagonal-shaped kitchen, some fifty feet in diameter, with high ceiling and dome-funnels for carrying off escaped steam and securing good ventilation. Besides the ticket-office, which reaches back to this room from the street, there is one side room in which are the chopping and sausage-stuffing machines, all driven by the steam-engine, and creating a clatter almost equal to that of a small cotton mill. On another side is a room in which the food is prepared for cooking by cutting, or paring, or washing, or sorting, as the case may be.

One of the first things which command both your attention and your admiration is the exact system with which all the labor is divided and carried on. More and more is this impressed upon you when you enter into the details of examination. During the mid-day hour, when the stream of work is irresistible, when every one seems to feel the utmost importance of each moment of time, you discover, if you have not before, its importance.

The arrangements of the kitchen consists principally of eight or ten cast-iron steam-boilers, shaped not unlike barrels, with movable heads, and so mounted on axles that they may be turned up and emptied of their contents with great facility. These cooking-boilers form a circle in the centre of the room, and the cooks, whose duty is the care of them, occupy the inside of the circle.

One of the boilers has just been opened and its contents poured into large trays, each holding as much as one strong man can carry away. Now come other trays, full of uncooked food, and these are poured *en masse* into the boiler. The head is put on and made fast by the turning of a screw. Now the steam, which flows through the hollow axle on which the boiler moves, is turned on, and presently the boiler is under a forty-pound pressure. While this is left to its cooking, other boilers are opened, emptied, and refilled, each in turn, and the time noted when each operation is complete.

The cooked food, in the great trays, is hurried off to the side counters all around the kitchen for apportionment, the same food always going to the same counters. Here we find square tin boxes, not unlike the strawberry boxes of our markets in shape and size, arranged on lighter trays, a score on each. A tray full of empty boxes is put by the side of the apportioner, and with the rapidity of thought the boxes are filled, the tray withdrawn, and another put in its place. Each boilerful of food must be divided into a fixed number of portions, and if too much or too little have been dealt out in the first trays, the error must be corrected before they are removed; but practice has made so perfect that the apportioner seldom revises his work.

Each portion of food, whatever its kind, is the equivalent of the smallest ticket sold at the office, and hence, when the food is delivered, the waiter takes the required number of already divided portions, and receives the ticket in exchange. There is no hesitation, no waiting to divide or examine anything. Portions of food pass current from hand to hand, with value as known and fixed as would be so many coins. Even the soup is divided the same way and is only more carefully conveyed from point to point. But those who fetch and carry soup are not concerned

with the other articles, and acquire an almost wonderful facility in the performance of their duties.

The kitchen and its counters swarm with the busy bees who gather and work over and divide and fetch and carry the honey on which thousands of the inhabitants of Christiana regularly depend for their daily food.

But, save a glance in the restaurant above, we have not yet seen the ultimate disposal of the food. A great crowd of men, women, and children, of all ages and conditions, are pressing for their turns at a wide delivery-window which opens from the delivery-room to the adjoining waiting-room in which they are assembled. Each one has a basket or pail, or some other means of carrying away the food they seek. In turn, they put the ticket and pail in the hands of the attendants, naming the article or articles they require. Usually they furnish a separate dish for each article called for, but sometimes only one pail or dish for everything. The attendant passes back the dish, repeating the order, and the assistants behind instantly fill it from the trays by which they are surrounded, while the ticket is dropped into a receptacle provided for the purpose. The scene is just that of supplying newsboys with their papers. The tickets go in and the food comes out with an almost marvellous rapidity.—*Working Church.*

WHO says angels must be all young and splendid? Will there not be some comforting one, shabby and tender; whose radiance does not dazzle nor bewilder; whose faces are worn, perhaps, while their stars shine with a gentle, tremulous light, more soothing to our aching, earth-bound hearts than the glorious radiance of brighter spirits?—*Miss Thackery.*

#### THE HOTELS OF NEW YORK.

FEW persons are aware of the magnitude of the hotel business of New York City. Fifteen hotels have accommodations for over 6,000 persons; they use fifteen million oysters, five million eggs, a million and a half quarts of milk in a year; nineteen million pieces of bed and table linen are washed, and sixty million cubic feet of gas are used every year. The transient population of New York during a year far exceeds the combined resident population of all the cities and villages within a radius of 15 miles from the City Hall, and the amount of trade and employment caused by these transient persons, cannot with certainty be arrived at. A *Tribune* reporter visited 15 of the principal hotels—selecting from houses kept on both the American and European plans—and obtained a number of valuable statistics. It will be seen that, although the principal ones have been selected, their transactions form only a small proportion of the hotel business. Sufficient, however, can be gathered from their statistics to give some idea of its extent.

HOTELS.	Rooms.	Can accommodate comfortably.	Can accommodate on emergency.	Daily average of guests.	Total number of servants.	Female servants.	Male servants.	Couches and carriages in attendance.
Albemarle.....	107	130	180	80	60	18	40	10
Ashland.....	108	150	300	65	75	35	37	10
Brevort.....	138	180	130	85	76	33	43	25
Fifth Avenue.....	330	650	700	450	400	145	835	50
Giley.....	167	150	450	260	150	70	90	15
G. Central.....	620	800	1,200	475	380	205	175	50
Grand Union.....	350	600	800	350	125	55	60	10
Hoffman.....	250	300	400	200	125	65	60	25
Metropolitans.....	400	600	700	400	300	120	170	30
New York.....	300	350	500	300	180	90	90	30
St. Nicholas.....	500	750	1,000	450	375	215	160	50
Sturtevant.....	300	345	375	230	135	65	70	20
Union Square.....	149	175	200	140	65	30	30	10
Winchester.....	120	140	160	90	50	20	30	10
Windso.....	200	600	700	450	400	250	150	45
Total.....	4,565	6,030	7,640	3,995	2,935	1,456	1,479	390

#### CONVERSATIONAL USAGES IN ENGLAND.

IN England, letters there are posted, not mailed; periodicals are taken in, not taken; a friend on a visit stops, but does not stay; you order something to be fetched, not brought; you ride on horseback only, never in a carriage; foremost men are clever, not smart; a high wind only is a storm, never a fall of rain; meadows are uplands, never bogs or swamps; cooked meat may be underdone, never rear; Lady-day, Midsummer-day, Michaelmas and Christmas are the times when all quarterly rents are due, never March 31st, June 30th, September 30th, and December 31st; it is the rental of a house you pay, not the rent; autumn is the late season of the year, not fall; hedges, trees and shrubs are quick, not alive; and you ask that two or more things may be done at once (at one time), and not necessarily instantly. Cocks and hens, rams and ewes, bulls and cows, stallions and mares, and geldings, jacks, and jennies, bucks and does, dogs and sluts still retain their Saxon names, and it is at no time offensive to use them. And women of good blood and gentle breeding, in common with the other sex, have ankles and calves, knees and legs, and do not blush to speak of them.

## Literary Department.

THE editor of this department of the JOURNAL will be happy to receive contributions of stories, poetry, and papers on miscellaneous subjects, and will be glad to encourage all the younger writers by publishing such articles as will, in his opinion, bear the scrutiny and suit the taste of the readers of the JOURNAL.

He will also be pleased to reply to any and all correspondents on subjects of a social character, etiquette, science and art, or on any subject which may be of interest to our patrons.

Please address communications intended for this department to

EDITOR LITERARY DEPARTMENT,  
NEW YORK SCHOOL JOURNAL.

## Hope.

BY MARIE S. LADD.

Away in the heart's deep shadows  
There sings, the live long day,  
A little bird with a wondrous voice,  
A sweet and soothing bay.  
  
It sings a song of sunshine,  
Tossing the boughs about,  
That shaded with gloom the merry heart,  
Till its light had nigh gone out.  
  
Though oft its voice is siren,  
And its notes contain no truth,  
I care not so long as in singing  
It sings the songs of youth.

## MARGARET AND ELIZABETH.

BY KATHERINE SAUNDERS,  
AUTHOR OF "GIDEON'S ROCK."

## CHAPTER VII.

IN COUNCIL AT THE TRANSOM ARMS.

ONE morning when Margaret came down, about an hour after Elizabeth Vandereck had risen, she was surprised to hear a man's voice in the little parlor.

The young widow, who was there also, did not hear her step; but Margaret, as she passed the door, intending to wait in the kitchen till the early visitor was gone, saw her sitting bending over her work with a grave, pale face.

She knew directly that something had happened. Her heart grew sick. She tried to go up stairs again, as being in the kitchen was almost as bad as being in the same room with Elizabeth and her visitor, only a very thin partition dividing the two rooms. But her limbs failed her: it was as much as she could manage to totter into the kitchen and sink down on the first chair.

Something stood in the middle of the kitchen, which she had not seen there before. It was a large sea-chest.

A second glance, and Margaret was on her knees beside it. A letter was nailed on it, and she had recognized her father's large, illiterate writing. The chest was the one Hector Browne had sent for her clothes, and which had been taken to Thrift Cottage the day before the wedding.

On a soiled card was written by Hector's mother,

" Margaret Dawson,  
At the Bluejacket,  
Wrexham."

On another card was written, in her father's hand,

" Margaret Browne,  
At Elizabeth Vandereck's,  
Eastweir."

" So she grudges me her name, and my father grudges me his," was Margaret's thought as she tore open the letter.

She read the following few and bitter words:—

" MARGARET.—Your mother in law as sent your close hear. I send hem on to whare I ear you are a stayin. Your mothur wishes me to say God forbid your sisters should ware them. We have but 1 thing to arst of you and that is that you show your Face here no more, and never speak to your sisters if you meet them.

DAVID DAWSON."

This epistle and the chest to which it was nailed had been left by two Wrexham watermen at the Transom Arms, the little public-house at Eastweir.

It happened that the man of all men whom Elizabeth Vandereck most dreaded to hear of her guest and that guest's story dropped in at the Transom Arms that morning to refresh himself with a draught of the ale which had a very fair name round about the country.

He was no less a personage than Mr. Giles Transom, the master of the weir, and owner of a little sandy farm two miles inland. More than this, he was Elizabeth Vandereck's uncle, and manager of her little fortune.

When, therefore, on the morning in question, he entered the common room of the Transom Arms, and heard his

niece's name passing from mouth to mouth, he paused in the doorway, drew himself up with much dignity in his leather leggings, and prepared to make himself master of the topic of discussion.

There stood the huge chest, in the centre of a group of the wise men of Eastweir, to whose opinions the landlord listened with the more respect for knowing they would cost him a pint or two at the very least.

On his knees, in front of the chest, was the wiry little blacksmith, whose thoughts on the matter were none the less impressive because of their being unuttered, and expressed only by his tightly-closed lips, shaking head, and spectated eyes, which appeared to see something sinister in the make of the lock he was examining.

The big-nosed cobbler sat on one corner of the chest, with his apron hanging behind him and some ends of wax thread dangling from his red hand, which was extended towards the blacksmith, while his eyes looked around on the company with an expression that seemed to say, " Ha! ha! you see what he thinks! Was I not right?"

In the corner opposite to him was seated the fat, meek, greasy barber, whose face expressed most profound respect for and unbounded faith in everyone's opinion. As each person present gave his solution of the problem, he would raise his fat hands and exclaim, " Now, indeed, I believe you have hit the right nail on the head, sir. That hypothesis would never have occurred to me."

On the other side of the chest the poor palsied old sexton and the shepherd of Uckfield Downs, in his long drab coat, were having a heated discussion as to whether a certain letter on the direction cards was a P or a B.

The beadle of Uckfield parish stood grandly apart, draining a pint pot, with an air of much gravity and absorption, as though it were his opinion that, if the key to the mystery was to be found at all, it would be found at the bottom of that same pint pot, and nowhere else.

Near him, with her arms steaming from the washtub, stood the landlady, waiting for the honor of receiving the vessel so distinguished from his hands. Behind her, at a respectful distance, Molly, maid-of-all-work, smutty and aghast, leaned on her broom; and Jem, the stable-boy, stood beside her, with his reeking pitchfork shouldered like a gun.

The yard-dog, anxious to watch the proceedings and yet loth to lose time, had brought in from his kennel a supply of bones, which he had deposited unnoticed on the clean floor, close to the slipshod feet of Molly, and here he sat, devoting his teeth to the bones, his eyes to the company, and an occasional growl to the beadle.

It was the quick eye of Bouncer that first detected between the beadle's shins the form of Mr. Giles Transom standing at the door.

Bouncer barked, the landlord looked up, and there took place a change as instantaneous and general as is recorded in the story of the old woman who went to market to buy a pig.

The blacksmith started up and began to examine a horse-shoe in his hand instead of the lock of the chest, the cobbler began to wax his thread, the barber to fumble in his bag, the sexton hobbled to the beadle, the shepherd to the door; the landlady began to rail at Molly for wasting her time just as Molly had discovered Bouncer's trespasses, and was laboring him with the broom. The beadle turned to cuff the stable-boy, stumbled over one of Bouncer's bones, and, clutching to Molly's gown for support, received an accidental rap on the head from her broom.

Mr. Transom walked straight up to the chest and read the cards.

" Upon my word, gentlemen," he exclaimed, " I thank you vastly for taking such an interest in my niece's affairs. What do you mean by it, Carmichael? Why the devil isn't this box taken to where it's directed to? What are you doing with it? Is this a council o' war, or a post mortem, or a court martial, or a coroner's inquest or what is it? What's the matter with the box, I should like to know, that you all come sniffing round it like crows round a dead ox? What's the matter with it, I say?" And Mr. Transom rapped it with the handle of his riding whip. " Is there a dead body in it, or a runaway nigger, or smuggled goods, or a ranger-tang? By George! if there is, I wish it 'ud jump out and bite every idiot that comes poking his ugly nose (glancing at the cobbler), or his greasy paw (glancing at the barber), or his muzzy old head (glancing at the unsteady beadle) in my business. Now, Mister Carmichael, will you oblige me by having this chest removed, or will you not?"

" Yes sir; certainly, sir," answered the landlord, bowing all round the chest.

" Well, look sharp, then; it won't be transported by your waltzing round it, nor anybody else either. Tell these fellows where they're to take it to—it's Paradise-cottage or Providence-row, isn't it? or Prospect-place? But you know its confounded new name, don't you?"

The chest despatched, Mr. Transom graciously accepted from the fair hands of Miss Carmichael, the tall, symmetrical ale-glass that was kept exclusively for his use, and was pleased to say, " Thank you, my dear," as he gave it to be refilled.

" Come, now, what the deuce do you mean by it, Carmichael?" he inquired, in a milder, though still a reproachful tone; " why can't my niece have a visitor, and the visitor have a box sent her without you calling a grand jury to set upon it, eh?"

As Mr. Carmichael handed Mr. Transom the long pipe with which he was wont to eke out his second glass, he took the opportunity to whisper, with his hand at the side of his mouth,—

" The truth is, sir, all ain't quite the thing just now over yonder at Mrs. Vandereck's, sir."

" Eh? what?"

" The young woman, sir, the visitor."

" Well, what of her?"

" Well, sir, they *dew* say she aint no better than she should be."

" Did you ever know a young woman that was? I never did. Is *your* daughter better than she should be?"

" Oh, sir, Jemima has been well brought up."

" And a good girl she is too; but not a jot better than she should be, I'll swear. Come, what's the matter with poor 'Lizbeth, now?"

As it was a chilly September morning the two gentlemen took their seats on either side the freshly-lighted wood fire kindled in honor of Mr. Transom's visit.

At first they were as wide apart as the size of the fireplace would permit, and Mr. Transom's upturned nose expressed supreme contempt for the gossip which he was condescending to listen to; but the charm of a bit of scandal in a quiet out-of-the-way village is great, and it was not long—indeed the hands of the eight day clock had traveled but two minutes into the new hour it was beginning—ere knees, pipes, and noses were very nearly touching before the brightening fire.

By the time the worthy landlord of the Transom Arms had done with him, Elizabeth Vandereck's guardian was well primed for his duty.

" As sure as my name's Giles Transom, the baggage packs from this parish before she's an hour older," said he, as he put on his hat and gave the crown a slap. " And, Mr. Flip," he added to the beadle, who was in the inner parlor having a brown paper plaster applied to the temple injured by Molly's broom, " you will have the goodness to come with me and wait outside my niece's door, that you may be ready to convey this hussy safe beyond the second milestone."

## CHAPTER VIII.

MR. FLIP IS DISAPPOINTED OF HIS WALK TO THE SECOND MILESTONE.

Margaret sat in Elizabeth Vandereck's trim little kitchen, her father's letter in her hand, her limbs too weak and trembling to rise, her ears straining in spite of her to catch every word spoken on the other side of the thin partition.

Mr. Transom had been with his niece for the last half hour, while the beadle walked up and down outside.

The first words Margaret heard were Elizabeth's.

" That is what I gathered, uncle," said she, " from the poor soul's ravings before she told me her story."

" And you believed that story, 'Lizbeth, until you heard mine?" inquired Mr. Transom.

" I did."

" Poor 'Lizbeth! She must be even blacker than she's painted to try to impose on such as you."

" Poor soul!" said Elizabeth. To hear her cry out, ' Before God, I am as good as you!' one could have sworn she told the truth. Ah, laws! this world!"

" The lying jade."

" And yet they say when one raves like that, half mad, one's real nature comes out in spite of one," observed Elizabeth.

" Oh! but the cunning hussy put all that on to come over you," asserted Mr. Transom, contemptuously.

" That might have been, 'tis true," the widow said; " and yet her face looked so piteous, so true: who could doubt her?"

" My poor 'Lizbeth, this world is full of falsehood."

" I agree with you there, uncle."

" Come, child, Mr. Flip is waiting; besides, it's market-day, you know, and I mustn't stay any longer. Have the young woman down, tell her your mind, and send her packing."

" Poor, poor wretched creature, where will she go?"

" Beyond the second milestone with Mr. Flip." Mr. Transom spoke as if he wondered how his niece could possibly desire a better destination for the young woman.

" Elizabeth Vandereck."

Mr. Transom started at the sound of the voice, and when he looked in the direction whence it came, could scarcely keep himself from starting again at the sight of the prettiest face he had met for many a day—delicate as a flower, its cheek hectic, eyes flashing, lips trembling with passion.

Elizabeth dropped her work, folded her hands on her knee, and looked up at the intruder with serious absorbed eyes.

"Elizabeth Vandereck," began the new comer, "you are a good woman. You have God's light in your mind. When you took me with His help from under the Shadow of Death, you knew me as a sister—one whom it was well for you to meet. When we were alone in the night, weeping over His words that you read to me in my hours of pain, did you believe my tears and my prayers less sincere than your own? Do you dare, Elizabeth, with God's love in your bosom, and God's light in your mind—do you dare to look into my face now, because the world points at me, and say, 'Margaret Dawson, you were a hypocrite? When you expressed such holy hope of being gathered to His rest if you died then, you knew yourself to be accursed in His eyes.' Elizabeth Vandereck do you dare say this?"

Mr. Transom's astonished eyes passed from Margaret's face to that of his niece.

He rather wondered, knowing the softness of her heart, to see that face so calm. He expected at least to find her crying. But only the slightest indication of a tear showed itself in Elizabeth's blue eyes, and there was even something approaching to a smile on her lips.

"Ah! she's none so soft, is 'Lizbeth," he thought to himself; "she sees through the jade at last."

"Sit down, Margaret," she said, calmly, putting a chair by the trembling, half-frantic girl. "Uncle," she added, "as you are late for market, we won't ask you to stay to breakfast this morning."

Mr. Transom stared at his niece, and his eyebrows knitted and bristled. Surely 'Lizbeth was not going to make a fool of herself after all!

"'Lizbeth," said he, going close to her and speaking in an angry, suppressed voice, "I tell you plainly, unless this woman leaves your house instantly you may take the entire management of your affairs in your own hands, for I wash mine of them."

"That will be a great pity, uncle, as everybody says how well you manage them for me. But what must be, must be. We will talk of that another time. For the present, I must beg you to leave us, as my poor invalid has been much shaken, and needs quietness and peace, which she shall have while Elizabeth Vandereck has the means to her hand."

"And this is your parting with me, is it, 'Lizbeth? That is all you have to say to me?"

Mr. Transom had one hand on the crown of his hat and the other on the door-latch.

"Except this, uncle," said Elizabeth. "You can tell Mr. Flip he has lost a walk with the sweetest and noblest of women."

As she turned back Elizabeth met Margaret, who fell on her neck, and the two women kissed each other and underwent a species of hysteria before they could get their own breakfast or give the children theirs.

#### CHAPTER IX.

##### THE MISSING VOICE IN THE CHOIR IS HEARD ONCE MORE.

For a week or so Elizabeth Vandereck's friendship filled and satisfied Margaret's heart; but by-and-by the old wound, so tenderly covered, had never healed, began to bleed again.

As they sat down to their cheerful little meals a trembling would seize poor Margaret's hands, tears would well up in her eyes.

"Why, sister, what now?" Elizabeth would say—she always called her by that name when Margaret seemed sad.

"Oh! mercy on me, 'Lizbeth? Where might I have been for what they care? Where might I have been but for you?"

"Ah, laws! this world; if folks have nothing to fret 'em in the present they must always go looking and grizzling over what *might* have been."

"But, 'Lizbeth, 'Lizbeth! one's father and one's mother!"

Elizabeth would answer nothing; but when she dusted her sacred little table she would leave the Bible open at a page containing a divine answer to the cry of Margaret's heart.

One Saturday evening after Margaret had been suffering in silence many hours, she suddenly looked up from her work.

"'Lizbeth," said she, "will you lend me your Sunday gown to-morrow?"

Elizabeth looked quite pleased.

"Why, Margaret, you will do finely in it; and, do you know, you could not have asked me at a more convenient time, for, as it happens, the reverend Mr. Straightways preaches in our chapel to-morrow, and

he always has a slap at finery; and yet rather than leave it in the cupboard unaired for a whole fortnight, I might have been tempted to put it on. Ah, laws! this world; the pomps and the vanities! Will you have the black lace on it as it is?"

How little curiosity you have, 'Lizbeth! Don't you wonder where I am going?"

"Of course I do."

"Well, then, answered Margaret, flinching a little in her voice, but looking straight at Elizabeth with a pale, firm face, "I am going to Wrexham Church."

Elizabeth's blue eyes looked her through and through. Margaret looked back into hers, unfalteringly, though mournfully; and they understood one another as well as if they had spoken. Elizabeth's gaze had said, "Canst thou?" and Margaret had answered, "I can."

"Speed ye well, Margaret!" said Elizabeth Vandereck; "the pure of heart are always brave."

"I was one of the choir," said Margaret. "I will go to my place and sing as I used to do. Do you know, my father once said, when I was quite a child, he only went to church to hear me sing."

"Now, that was not right to say to a child," observed Elizabeth. "My Gracie has also a very pretty voice of her own," she added, kissing the little one who was in her arms as she spoke.

The next morning the young widow attired Margaret with her own hands, and bade her "God speed!" as she sent her forth on her journey.

The dove-colored silk, which had seen the inside of the little Methodist chapel many a time since that day when Elizabeth Transom first wore it there as Joshua Vandereck's bride, became Margaret wondrously well.

She looked once more like "the young lady of Darnley Chace," as the villagers used to call her when she lived with Mrs. Kennedy.

She was to be at both morning and afternoon service, and to eat her dinner of oatmeal cake, which she carried in her pocket, in one of the quiet lanes through Wrexham Downs.

"I feel," said she, as she parted from Elizabeth, "like one of those poor wretches going to be tried by red hot ploughshares. Every pang I suffer and show will be taken as evidence of my guilt."

Elizabeth stood and waved her apron as long as she could see her.

At sunset she went to the same spot, which was some little distance from the cottage, to look out for her.

It was not long ere she saw a form of softer grey than the cliffs flitting quickly down the beach.

"Here she comes, children," said Elizabeth, setting the twins down on the stones. "Here comes our dove. Does she bring the olive branch, I wonder?"

She ran to meet her, caught both her hands, and peered affectionately into her face.

"What cheer, mate?" said she, using one of her husband's homely phrases, in her own soft, pleasant voice.

"None, 'Lizbeth, none."

"What! no olive-branch, my poor tired dove?"

"Ah! no, 'Lizbeth; all's dry and withered where I've been, and hard and bitter. Let me come back into the ark and die."

She took hold of Elizabeth's plump arm with both her hands, and leaned upon it wearily.

"I am heartsore and footsore, 'Lizbeth. Take me home."

"You must have some tea before you tell me all about it," said Elizabeth, "and before I tell you my adventures for I have had quite remarkable things happen since you went away this morning. I am longing to tell you; so pray make haste and get your tea and your story told, that I may tell mine."

When tea was over, the house shut, and the children asleep, Margaret told her story—how faint and tired she was when she reached the church, and how the beadle seemed inclined to turn her out of her old place. How her father's, mother's, and sisters' faces were turned away from her; and how she saw their backs stiffen in righteous indignation as they heard the familiar voice. How the pew-opener and the parish clerk, the schoolmaster and the schoolmistress, the grey-haired old curate and the elegant young rector glared at her as if each would like to "cast the first stone."

"And, ah!" said Margaret, "there is a way, 'Lizbeth, of stoning cruelly with looks; and I have been stoned this day pitilessly; but my wounds are deeper than your kind eyes can see."

"But, 'Lizbeth, in the midst of all I had a great strength given me. Do you know what? I could sing as I never sang before. It was as if God had said to me, 'Speak, Margaret, as I shall direct thee; reproach them, beseech them, touch their hearts if thou canst. I will give thee divine power.' I scarce knew my own voice 'Lizbeth; I felt strange power entering into and passing from me. I saw the faces of the two lads next me in the choir turned to me

as if I had dropped from the clouds. I seemed to be telling all my sin—all the injustice with which it has been regarded—all my misery and my longing. But for all that I told them this, and with more, I am certain, than my own natural power, no eye looked on me less savagely. My mother and sisters looked as rigid as before; only my father left the church; and the thinking that his heart might be moved towards me is the one gleam of comfort I have had this day."

"Come, then," said Elizabeth, wiping her eyes, as she kissed Margaret, "this is one green leaf to the ark, so let us not despair. And now for my story, which I think will surprise you not a little. Margaret, I have—do not be startled—I have seen your husband."

(TO BE CONTINUED.)

#### SOMETHING THAT REALLY HAPPENED.

BY A SCHOOL GIRL.

[THIS genuine composition has elements of character and strength that make it deserve a larger audience than that which was grouped around the authoress in the school room, and so it is offered to the readers of the JOURNAL.—EDS.]

Judy and Christie were sisters. The former, as the elder, must be spoken of first. She had wavy, brown hair, gray eyes, and a lively, frisky disposition that used to lead her into a good many scrapes. Christie was of the rather quiet and dignified order; her hair was black; she had dark blue eyes, and a bright, clear complexion.

These girls had just moved into a large, handsome house in the suburbs of quite an extensive metropolis. When our story commences they had been living for two months in their new home, and knew comparatively nothing of the people residing in that part of the city. Their nearest neighbor was separated from them by a low fence and fifty feet of ground which was thrown into a garden on our heroine's side of the partition. One afternoon Judy—as she generally was the one to start an enterprise—threw down her books and exclaimed: "I say, Christie! we shall never know anyone if we do not make a little effort ourselves. There are two young gentlemen that live next door, and I have met them in the street once or twice; they looked as if they would like to know us. I don't object, seriously; do you?"

"No; I shouldn't mind much."

"Come on then; I have an idea and it will be just jolly!"

But Christie said that she would not stir a step until Judy told her what crazy plan she had thought of. "Well, then," Judy said "listen to me a minute. You know that the boys go down to the creek every afternoon to skate, and if we start now we will get there first, and then it will not look as if we had gone, because they were there. So hurry up and get your skates!" The plan did not quite suit the younger sister, but she said nothing; so they wrapped up in every warm article of clothing that they could think of, took their skates and started out the kitchen door, as the creek was at the end of the garden and at the foot of a steep hill which in winter was very slippery and almost dangerous to descend.

When they arrived at the top of the nearly perpendicular descent, Christie cried, "Oh, Judy, we will kill ourselves if we try to go down this place!"

Well, said Judy, I have come this far and I am going the rest of the way; so give me your hand, sweet sister." Between slipping, sliding, and a good deal of unnecessary screaming, which was done mostly by Judy, in case the young men should be within hearing, they reached their destination. Then the patent buckles troubled them not a little; but in good time their skates were fastened on, and they glided gracefully down the stream. They had been skating and waiting for almost half an hour when Christie, looking up and seeing some young men at the top of the hill, said, "There, Judy, I believe they are coming, truly!" And sure enough, there they were. The way our girls did laugh to see those dignified specimens of humanity come down that field of ice and snow! First on their heads and then on their heels. Their skates soon were on, and they did skate beautifully, but the sisters talked and laughed together, seemingly unconscious of their presence. It was growing dark and time to go home, but neither party had spoken to the other, when Judy said, "Christie dear, do as I tell you and it will come out all right, yet." They sat down on the opposite side of the creek from their home, to take their skates off; and, in order to get on the right side, they had to cross a log, for a bridge, under which the ice was very thin. Christie crossed in safety; but Judy became frightened at something, or pretended to, and dropped one of her skates in the very weakest spot. She and Christie tried for quite a long time to reach it with sticks, but did not succeed. Just at that instant one of the boys came flying around the corner, and seeing their predicament, doffed his hat and wished to know if he could assist the ladies. Judy thanked him and said, "Yes." Whereupon he walked bravely on to the ice, which creaked and bent with every step. The girls clutched each other and held their breath, as they were sure he would be drowned. The ice did not break, however, until just as he was coming off, when it gave way and one of his feet went in above the ankle. Of course Christie had to join in Judy's profusion of thanks for her rescued property, and as the other young man had come just in time to witness his friend's (for they were not brothers) dangerous exploit, he was brought into conversation too. They helped Christie and Judy up the hill, and saw them safely in the house. That evening the young gallants sent their cards over, but the girls were not allowed to send theirs in exchange. O, if they only could have, no one can tell what the result of Judy's idea might have been!

## New York School Journal

AND

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The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals, Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

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We solicit correspondence in the various departments of educational information such as deaths of eminent educators; conventions of teachers; graduating classes of Normal high schools and Colleges; amounts of money given to institutions, objects with brief history of giver; addresses made by teachers and school officials; condition and progress of prominent institutions; founding of new institutions; notable things as to ventilation and furnishing of buildings; as to methods of teaching; as to supervision; as to salaries; as to resignations, actual or expected; place salary paid,—if an appointment, who appointed, where from, and finally all other subjects which possesses a living interest pertaining to the practical work of education.

We have received many kind proffers of assistance in gathering the above particulars from eminent teachers, and beg to return them our sincere thanks. We entertain every suggestion made to us whose object is to render the JOURNAL increasingly interesting and useful to the profession.

We give the proceedings of the Sullivan County (Ind.) Teacher's Association. The motto of Superintendent Register is a splendid one "Elevate the schools by ennobling the profession of teaching." If we don't get good works of art we must have better artists, if houses fall down the architects are poor. From this we infer that trustees, boards, directors, have but one duty—to obtain the best teachers possible.

IT is a matter of great satisfaction to us that not over a dozen of our old subscribers have decided to discontinue the JOURNAL. The truth seems to be gaining ground that to know what the educational world is doing is as necessary to the teacher as the price of gold is to the business man. It is true, a teacher may "Grind on the tables" if he did not know there was such an institution as Yale College. The question is not so much what we can do without, as what will render us generally intelligent.

It is good testimony to the earnestness and desire for improvement of a teacher that he reads the JOURNAL.

THE article on Physiology, which is presented on the 82d page of the JOURNAL, is condensed from Prof. J. Dorman Steele's valuable text-book on that subject, published by A. S. Barnes & Co., who have courteously permitted us to make it the basis of our

lecture on that subject. We shall pursue a similar course with Botany, History, Natural Philosophy, etc., selecting the leading text-books of other publishing houses. In this way we shall aid teachers who may wish to pursue the study themselves, or who desire something scientific for their pupils to present on Friday afternoons.

## WHAT OUR READERS SAY.

PERMIT me to express my admiration of your paper. It is able, fresh, lively, practical, and in every way an honor to the cause it represents.

EDWARD BROOKS,

Principal of Millersville (Pa.) Normal Schools.

It is not surpassed by any other journal. I wish every teacher had a copy. Please find enclosed, etc.

W. D. R.

I AM greatly pleased with the JOURNAL. It meets my ideas of an educational paper. I shall be glad to assist it in any way.

W. F. PHELPS,

Pres't. of the Minnesota (Winona) State Normal School.

## COLLEGE OF THE CITY OF NEW YORK.

The Trustees of the College of the city of New York met in the Hall of the Board of Education, on Tuesday.

Present—Hon. William H. Neilson in the chair, and Trustees Baker, Halstead, Vermilye, Dowd, Wetmore, Farr, Klamroth, Lewis, Man, and President Webb of the college. The special order of the day was the consideration of the following resolutions, presented by the Executive Committee, which were adopted:

*Resolved*, That the following resolution be adopted in lieu of a resolution of similar import, passed at a meeting of the Board of Trustees of the College of the City of New York, held January 19, 1875, viz.:

*Resolved*, that the Comptroller be requested to place with the City Chamberlain the sum of twenty-five thousand (\$25,000) out of the funds raised for the support of the College of the City of New York, for the year 1875, subject to the drafts of this Board on and after this date.

THE subscription price of the NEW YORK SCHOOL JOURNAL is \$2.50 per year, invariably *in advance*. We stop all papers when the time for which they have been paid for expires.

## FEMALE EVENING SCHOOL NO. 24.

THIS well attended and well conducted Evening School for pupils is located in Grammar School building No. 54, in Elm Street, in the Sixth Ward, and is under the care of Miss Esther Philips, of Grammar School No. 23, aided by a competent corps of teachers. On the evening of January 22d, the school was assembled for special exercises of music and addresses. Timothy Brennan, Esq., Gen. Johns, and other gentlemen, beside a number of ladies, were present. Thomas Nealis, Esq., of the Board of Trustees, in the chair. After several songs, very tastefully sung by the pupils, the chairman introduced Wm. Oland Bourne, who delivered an address on the "education of the hand, the mind, and the heart," which occupied about forty minutes, being listened to with fixed attention by the audience.

Miss Catherine McHugh recited a touching poem, and Gen. Johns, late Inspector, made an address, and also recited a fine poem. The singing by the school was excellent, and the duets by Misses Elizabeth Doyle and Mary O'Brien, two of the teachers, were admirable in selection and execution.

THE Winter Festival of the Cottage Place Industrial School took place on Friday week. The Principal, Mrs. S. A. Seymour, had prepared an excellent programme which was admirably rendered by the children. Mr. J. Skinner presided, and among the visitors present were, Mr. M. Dupuy, Mr. Holt, Mr. Montague, Mr. Henderson, and several ladies from other schools and the Christian Home. The programme was as follows:

## PROGRAMME.

Lord's Prayer: School; Opening Chorus: School; Opening Address: Thomas M. Cadiz; Chorus, "Happy New Year;" School; Recitation, "Hoe your own row;" William Donohoe; Chorus, "The Good Ship;" School; Dialogue, "The Wonderful Scholar;" Carrie Kirch, Sophie Wheeler, William Cavanagh; Recitation, "Sheridan's Ride;" Henry Cloase; Song, "Girls Wait for a Temperance Man;" Annie Blumenthal; Recitation, "Seven Year Old's Protest;" Charlie; Quartette (Comic), "Cousin Jedediah;" Carrie Kirch, Sophie Wheeler, John Murphy, Henry Cloase; Dialogue, "Schoolmaster Abroad;" E. Loveday, George Kennedy, L. Lash, M. Troy, F. Darragh, Daniel Dwyer, J. McGrath; Song, "Silver Threads among the Gold;" John Murphy; Recitation, "Spectacles, or Helps to Read;" Edwin Loveday; Dialogue, "The Letter;" Cornelius Harrigan,

James Blauvelt; Music, Instrumental: Henry Cloase; Recitation, "Sea Weed;" Annie Blumenthal; Dialogue, "When I was Young;" Carrie Kirch, Lizzie Curtis; Chorus, "The Falling Snow;" School; Recitation, "Kind Thoughts;" Annie Fox; Recitation, "A Night's Adventure;" Joseph Loveday; Chorus, "Happy Land;" School; Domestic Eclogue: Joseph Loveday, Annie Blumenthal; Distribution of Prizes; Closing Song, "Evening;" Selected Class; Refreshments.

IN corresponding with the JOURNAL, please write your name and post-office address very plain, and enclose stamps for return postage.

## GRAMMAR SCHOOL, NO. 23.

WE happened in upon the Primary Department of this school at recess and found the children marching out in beautiful order. The snow and ice would engage some, and lunch, doubtless, be the attraction of others. The Principal, Miss Rose M. O'Neill, seems to have a keen appreciation of the wants of children. She had kind words for all, and yet maintained a strict and sure discipline. The attendance has averaged about 400.

SHOW your friends the JOURNAL and get them to subscribe for it. Terms, \$2.50 per year.

## New York City Notes.

MR. EDITOR: I hope to see the time when better salaries shall be paid in our Primary Schools, so that in all cases when a teacher fails in any study, because she has not been properly taught and trained in it (though receiving a salary for *quasi* teaching it), her principal may insist (without being regarded "hard, cruel, and exacting") upon that she shall take lessons in that department of study or studies, and *fit herself to teach it*.

X. V.

MESSRS. EDITORS: A gentleman in whom I have the fullest confidence, vouches for the truth of the following:

A friend of his sent his son to a Primary School in our city where the simultaneous repeating is carried on, and heard his child, when in bed, saying over and over, "Tommy, shot his jaws, count one," for "comma, shortest pause, count one," and immediately after, "two times nigger on a point," for "two lines coming to a point," (to describe an angle). Nearly all persons *laugh* when this is related, but all who think of the consequences upon the young minds of that class should *cry*.

A TEACHER.—I am one of those who firmly believe that it is the duty of every teacher in the city of New York to take it. It has always been our friend. I am happy to say, that out of eight regular teachers, and three special, in my own department, nine of them take it.

FRANK WRIGHT,

Principal of Grammar School No. 7, N. Y. city.

EDS. JOURNAL: Your last contained a letter from a principal who wishes the rod restored to the hands of the teachers. Now, as it is desirable to have all sides represented, I here record my objection to such a measure. On the contrary, I am convinced that many who regretted the removal of the rod are convinced that it was best. There are few parents who want their children whipped by other hands than theirs. I am inclined to think this is a provision of nature. Now, sir, the thing that remains to be done is to fix a series of rewards for all whose conduct is untainted by sauciness, disobedience, etc., without referring to scholarship or attendance.

PRINCIPAL.

DEAR JOURNAL: Your last week's number came promptly to hand. I must confess my surprise at your courage in making so good a paper for teachers. They generally have taken anything they could get. Go on and you may prosper. By the way, the principal in our school never says anything about the JOURNAL—that is to recommend it. I wonder why it is. We all think he is rather old fogyish.

N.

## SCENE IN A HORSE CAR.

Teacher No. 1. Have you ever seen Booth?

Teacher No. 2. Oh! yes; I seen him last winter. He played Hamlet and done it beautiful. It was real splendid. Both. Splendid, wasn't it?

EDITOR OF JOURNAL: What shall be done to cure *sauvage*? It seems to be on the increase. The certainty of not being expelled for it has taken possession of the minds of all the children. I am perplexed beyond measure by children who belong to the middling classes, not the lowest in the school. What would you suggest? R. S. V. P.

MR. KELLOGG: What is education? I think I have been told that it is the just development of the mental and moral powers of the child. Now I don't do anything of that in my class; I don't have a chance; I am busy from morning till night with about 60 children, and we are obliged to read in concert, spell in concert, and everything but education in concert. Now I hold I am simply *cramming*. What I would like, is a small school of about 20 pupils, that I could really have under my own control, and then I would do some work of which I should not be ashamed. Do you know I feel as though the *children's side*, if it could be properly represented in the JOURNAL, would astonish people. A SUBSCRIBER.

A MONSTER FETE.—Miss Linda Gilbert, the fair philanthropist, who has done so much for prisoners confined in our penal institutions by establishing libraries in these

dark houses of the land, and whose praiseworthy efforts toward reforming the condition and treatment of their unfortunate inmates have met with so much success, has been tendered a grand vocal and instrumental concert by the leading citizens and clergymen of New York, in aid of her great work. It is to be held at Barnum's Hippodrome, on Tuesday Evening, April 20th, 1875, and promises to be one of the greatest events of the age. A chorus of 1,000 voices, volunteers from all the great choral and musical societies of New York, Brooklyn, Jersey City and elsewhere, will participate, probably assisted by Mlle. Albani, Cary and Kellogg, of the Italian and English Opera Troupes, and Mlle. De Murska, together with a grand orchestra of 250 select musicians, organ and grand pianos, under the direction of eminent favorite musical conductors. Distinguished instrumental soloists from abroad are to be engaged. Mr. P. T. Barnum has kindly donated the use of the Hippodrome, which will be arranged to accommodate 20,000 people. The programme will embrace the choicest selections of operatic, oratorio, choral and classical music, from old and new masters, and the performance, for the first time, of a grand musical ode composed for the fete. A new *prima donna* is expected to make her debut on this occasion. Three popular prices of admission will be charged so that all can attend, and thus contribute to the formation of the Gilbert Library and Prisoners' Aid Fund, an object worthy of the highest consideration. Tickets will be ready in a few days.

EDITORS OF SCHOOL JOURNAL: I write to know whether I am the person you refer to in your notes of last week, if so, I shall cease to subscribe for your paper. I have not attended the theatre more than four times this winter, and as for "light reading," I am not guilty of that, unless the *New York Ledger* is so considered. I may have neglected my class, but who would not. Such a tiresome business this teaching other folks' children!

MARY A.

PRESIDENT NEILSON's inaugural address, as President of the Board, has been issued in pamphlet form. Copies may be obtained gratis at the clerk's office.

THE census of school children rapidly approaches completion, and in a few weeks the real work of enforcing the compulsory act will be commenced.

I HAVE been a regular subscriber since the JOURNAL was started, and have received much benefit from it. Every teacher ought to have it.

FIFTEENTH WARD.

LAST week Miss Ophelia Jennings, a teacher in Grammar School No. 8, was married to Police Captain Byrnes of the Broadway squad.

MR. EDITOR: I read in the JOURNAL of last week, a communication signed by a very outlandish name. I agree with the writer that some of the teachers of this city are very ungrateful and careless of their obligations to the public, I hope that you will stir them up, and some day publish an article on their school duties.

THE evening schools will close of the 19th instant. The evening High School will not close until April 5th.

#### BROOKLYN.

##### RECEPTION AT PUBLIC SCHOOL NO. 9.

THE pupils of the primary department of Public School No. 9, corner of Stirling place and Vanderbilt avenue, gave an exhibition yesterday afternoon, which was largely attended by the numerous friends of the school. The exercises embraced recitations, dialogues and singing, and were presented in a manner most creditable to the young participants. School No. 9 is famous for the excellence of its public exhibitions, and yesterday's reception was fully up to the usual standard. The principal of the primary department is Miss Beyer.

MRS. JOHN S. PALMER died on Sunday at her late residence, No. 102 Magnolia street. Through her long connection with several of our public schools, she was well known. Twenty years ago she came to Brooklyn, and became a teacher in School No. 24, then in charge of Mr. W. M. Kerr, but now under the control of Mr. A. G. Merwin. In 1861 she went to No. 18—Mr. Valentine's—where she remained until 1868. In 1870 she took charge of a new branch Primary School in No. 18, which was the nucleus of No. 33. In 1872 she married Hon. J. S. Palmer, formerly a member of the State Legislature. Her labors as a teacher will be long remembered.

MRS. REBECCA VAN NUYSE ROUGET, wife of Mr. Peter Rouget, Principal of Public School No. 10, on 7th avenue near 17th street, South Brooklyn, died at her residence, No. 402 Pacific street, last night, of pneumonia, after an illness of only five days. Mrs. Rouget was fifty-nine years of age at the time of her death, and was highly esteemed and respected by all who knew her. Her husband has been Principal of No. 10 for nearly thirty years, and has, in his sad bereavement, the heartfelt sympathy of a host of friends to whom he has become endeared by his warm heart and kind deeds.

A SLEIGHING party was arranged by Miss Ann R. Smith, on the 22d inst., Principal of Female Grammar School No. 17, in which eighteen of her teachers participated—five being invited from an adjoining school. The only gentleman who was permitted the honor and pleasure of participating with these ladies was Henry D. Woodworth, principal of Grammar School No. 17. Mr. Woodworth has held that post with honor for twenty-seven years, and deserved the distinction

conferred upon him by these ladies; he expressed himself as delighted with the trip.

The party went to Gravesend and took refreshments at the hotel. The ride was enlivened by delightful songs, and all were made joyful.

IN some of the public schools of Williamsburgh they say the teachers are not to leave their class-rooms during the noon recess. In others, in Brooklyn, the principal and teachers of the Grammar Department have a table and eat lunch socially in one of the janitor's rooms.

GRAMMAR SCHOOL NO. 12.—Both teachers and scholars will be glad when the new building is furnished. The Grammar Department is crowded in a small building on Adelphi street, near Fulton avenue, which is neither properly ventilated or heated. On cold day, two weeks ago, the water-pipes burst, deluging the lower floor and making the building decidedly uncomfortable.

A BRIEF visit to the Kindergarten attached to Miss Christianson's boarding school, 260 Schermerhorn street, Brooklyn, convinced us that the Kindergarten system can be carried out here on the true German plan. Instruction so happily wears the guise of pleasure, that the "merry little mites" go home quite unconscious that they have been learning a lesson.

#### BOARD OF EDUCATION.

THE Board met February 3. Present—Commissioners Neilson, Baker, Dowd, Farr, Fuller, Halsted, Herring, Jenkins, Klamroth, Man, Lewis, Seligman, Mathewson, Townsend, Traud, Vermilye, West, Wetmore. Absent—Commissioners Beardslee and Patterson.

##### COMMUNICATIONS FROM TRUSTEES.

From Trustees of First Ward, nominating Miss Mary A. Cowan as assistant in evening school. Referred to Committee on Teachers.

From Trustees of Fourth Ward to excuse Miss Pauline Eckstein for absence. Same reference.

From same trustees, asking for leave of absence for Oliver O'Donnell, with pay. Same Committee.

From Trustees of Tenth Ward to advertise for rebuilding Grammar School No. 7. To Building Committee.

From same trustees to advertise for steam heating apparatus for Grammar School No. 42. To Committee on Warming and Ventilation.

From Trustees of Tenth Ward for excuses for teachers for absence. To Committee on Teachers.

From the Trustees of the Twelfth Ward asking to have Mr. Gillespie Miller, Principal of Grammar School No. 52, transferred to the same position in No. 52 without change of salary. To Committee on Teachers.

From same Trustees of same ward for an appropriation to pay bills. To Finance Committee.

From Trustees of the Thirteenth Ward to excuse teachers for absence. To Committee on Teachers.

Also for payment of Miss Keys, an assistant in Primary Department of Grammar School No. 4, whose name was cut off the pay roll. To Teachers.

Also to build class-room on Grammar School No. 4. To Committee on Buildings.

From Trustees of Fourteenth Ward to excuse absence of Miss L. C. Kiggins.

From Trustees of the Fifteenth Ward nominating Miss Elizabeth Demarest for Vice-Principal of Primary Department of Grammar School No. 35. To Teachers.

From Trustees of the Seventeenth Ward to pay Vice-Principal of Primary Department of Grammar School No. 13 the same salary as paid in 1874. To Teachers.

From Trustees of Eighteenth Ward relative to the salary of Miss M. L. Waring. To Teachers.

From Trustees of Seventeenth Ward for permission to hire No. 17 St. Mark's Place. To Buildings.

From Trustees of Twenty-third Ward for a new piano for Grammar School No. 62.

From Trustees of Seventeenth Ward desiring to advertise for furniture for Public School No. 9. To School Furniture.

From Trustees of Eighteenth Ward nominating a teacher for deaf mutes. To Teachers.

##### MISCELLANEOUS COMMUNICATIONS.

FROM several citizens for removal of Colored School from Allen Street to Attorney street. To Colored Schools.

From J. D. W. Brinckerhoff, asking that his globe be placed on the list of supplies.

From A. S. Barnes & Co. to have Monteith's maps added to list of supplies. Both to course of study.

From Miss Henrietta Woodman, Grammar School No. 11, from action of Trustees who have reduced her salary and lowered her rank. To Teachers.

From Miss Mary J. Dowlin, formerly Principal of Grammar School No. 5, who, having been principal for sixteen years, is thrown out of a place by the discontinuance of that school. To Teachers.

The President said in reference to the request from a

Library in Paris for books, etc., that no authority existed for giving away any of the public property, and asked to be excused from a further consideration of the matter. Agreed to.

##### RESOLUTIONS.

Commissioner Dowd offered the following resolution:

That so much of the President's address as relates to a change in the grading of same, and placing all the departments in a building under the management of one principal, be referred to joint committee to consist of the Committee on "Teachers" and the Committee on "Study and Text Books." To Teachers.

Commissioner Halsted offered the following resolution:

That the Trustees report whether there are not more school buildings than are necessary for the accommodation of the children, and whether a consolidation could be effected without detriment to any school. Adopted.

Commissioner Herring offered the following resolution:

That the Committee on Course of Studies and Text Books are requested to inquire what books and materials now in use in the schools under the jurisdiction of the Board can be dispensed with without impairing the efficiency of the schools. To Course of Studies.

##### SPECIAL ORDER.

Dec. 16, Commissioner Brown, from the Committee on Course of Study and School Books, presented a report, making German a regular study, which was made the special order to-day.

Commissioner Klamroth discussed the four following resolutions, arguing that it would be economical and add to the efficiency of our course of instruction, and moved their adoption. He moved that March 1, be inserted in place of January 1.

*Resolution 1.* That on and after January 1, all special teachers not employed under the provisions of section 77 of the by-laws, be dispensed with.

*Resolution 2.* That in section 39 of the by-laws, the words "or of a special teacher of German," be stricken out.

*Resolution 3.* That the Principals of all Grammar Schools are hereby directed and admonished, that all the various provisions of the by-laws relating to the course of instruction, including the teaching of German, wherever it has been or may hereafter be introduced, must be strictly complied with, and that there shall be at least four recitations per week on that subject of not less than 30 minutes each in every grade.

*Resolution 4.* That the changes herein proposed to the course of instruction for the German language be, and they are hereby adopted.

Commissioner Baker then took the floor, and read a carefully prepared and forcible address in opposition to the resolutions. (We shall present this address in next week's JOURNAL.)

He presented several reasons why the German language should not be studied.

Then as to the practical value, it was impossible to overrate its advantages. The census says, that there are 8,000,000 who speak the German language. One cannot travel without seeing how many are speaking this language.

Then as to nationality. Commissioner Baker wanted to Americanize the German element. That is precisely what the committee propose to do. He was one of those born on the wrong side of the Atlantic, as was apparent by his pronunciation. Now, the German cannot throw off his ways, his mode of thought, and mode of communicating with his wife, his children, and his God, at once. Hence the German will seek a private school if we do not teach his language in the public school. The only way to Americanize the German is to teach his language in the public school. If German were excluded, it would work in the interest of the parochial and denominational schools. Pass Commissioner Baker's resolution and you will hear shouts of joy from the eastern side of the city. Things cannot be stopped in their course. The world moves on, just as much as in Galileo's time.

Commissioner West said he thought that Commissioner Klamroth was not really speaking to the question. Now, when a child enters the public school he enters the primary department, and must spend seven or eight years there. Then, when he enters the Grammar School where the German language is to be taught, he must begin with the alphabet. Now, as so many of the children will leave the schools before they have even learned that, but few would get the benefit of this expense. The majority of the people of the city do not want their children to study it. They want them to be perfect in the practical studies they must use. Besides, as to nationalizing a foreign element, it was not the way the Germans nationalized Poland and Alsace.

Commissioner Jenkins rose to a point of order.

President—State your point of order.

Commissioner Jenkins said that it was not the question what they did in Germany.

President—The point of order is not well taken, collateral subjects can always be discussed.

Commissioner West said, if we want to try and bring in some of the 11,000 Germans in the parochial schools, we

## THE SCHOOLMASTER ABROAD.

WHILE visiting the town of Thomaston, Maine, a few days ago, I found myself suddenly in close proximity to the State Prison, and I was not very long in getting inside of it, and seeing the sights. So I will proceed at once to tell you how the thing was done. As I walked boldly towards the main entrance for visitors, I was met with a huge black dog, I stretched forth my hand to caress him, when the brute uttered a savage growl and bit at me; of course I was not very slow in placing a respectable distance between him and me. Now that dog was only acting out his teachings. Everybody about the place, as you will see, was suspicious of strangers, and old Argus felt the instinctive prerogative of State Prison discipline. Hence, it is said, that instinct is sometimes stronger than reason. The dog biting at me made me more careful of my steps, lest other dangers might be lurking near.

After a careful survey I found the proper door; then reading the talismanic words—"Ring the bell"—I obeyed the mandate. Instantly the bolts were sprung back, and the heavy door swung open to afford me a view of that strange and mysterious home of the convict. Then appeared before me a guardsman with rifle in hand, whose entire presence denoted extreme alertness and activity, with a readiness to shoot or fraternize, as the case might be. After sharp searching look from this cerberus, accompanied with a gluff "Well, sir." I stated my errand, I was then invited into a great circular cage, denominated the Keeper's Hall. This cage was the key to the situation, as it had both prison wings under range of fire in the event of an outbreak.

The Deputy Warden, named David Sterritt, came forward and saluted me. After hearing my vocation and purpose, he declared that he, too, had been a schoolmaster, and had taught in forty-five different schools; and, continued David, I can give you this bit of information, "That a majority of the inmates of this prison were runaway boys from school." As he became my guide from one point of interest to another, there were evidences of sympathy manifested for those beneath his tutelar care, albeit, surrounding circumstances had stamped their impress upon his exterior, and fixed those hard and inflexible facial lines, denoting the stern man. He led me to an immense quarry within the prison walls, wide, long and deep enough to float a man-of-war. This, said he, was worked out by the men, and the rock transformed into lime; and it makes the best of lime too.

Then as we passed the steward's department. I asked, while looking through the window, what's that? "Oh that's fish they must eat." Is it possible? That's fish they must eat, I soliloquized. Well now, that was hard looking food to place before a man to eat, in or out of prison. Why, it appeared as brown and as tough as tanned ox hide! and it appealed to my comprehension only as a heap of rubbish. And I have been soliloquizing ever since, "That's fish they must eat!" When we had arrived at the chapel, a young man whom I shall call Green, was desired to render me any needed assistance to prepare the room for an entertainment. For, be it known, I was engaged to present before those unfortunate sons of earth, the exhibition entitled "Picturesque America," and happy did I feel in having such an appreciative audience to behold the views listen to the lecture. As they filed before me, some with heads erect, walked with the martial air of the soldier, while others with the slouched gait of the whipped cur.

The educated gentleman and the low browed villain were on common ground and indiscriminately sandwiched; all were black sheep in the eye of the law. Their peculiar regiments were such, as to cause you to think that each man was in the character of a harlequin or a clownish Humpty Dumpty. The right perpendicular half from crown to heel, was a dirty yellow, the left, a dull black. But we soon forgot that in the study of faces. That handsome man of splendid physique, whose manly beauty might have engrossed much of his care, still wears a look of calm pride; he was the leader of a gang who robbed a bank. That one sitting a little to the left of him, whose gray hairs, and intelligent demeanor, denoting age and refinement, was an honored and trusted officer in a neighboring city bank; he robbed it of many thousands of dollars. Then there is Green, our Satellite for this occasion, with his laughing blue eyes and innocent phiz, only stole a horse and wagon; three years incarceration, the penalty. But his youthful and pretty wife is also a sharer of his crime and captivity; I afterwards learned from those who knew the facts. That it was an elopement, a marriage, and a bridal tour with the aid of stolen property. Poor fellow! What an unfortunate ending to so romantic a beginning. He told me that his time had nearly expired; but if, said he, that I had to serve another three years, I would attempt to run away, and take the chances of being shot.

While in the prison yard I asked an aged prisoner the question: Well, my friend, How do you like it here? How do I like it? "Humph! you may as well be in H—ll!" However the prisoners look sleek, and fat, and hearty, and even more so than mankind generally in the outside world at large. No doubt good as well as bad folks are within the confines of those prison walls; for none can know their strength till they are tempted and tried.

For saith the Hindoo proverb: "Not in the sky, not in the sea, not if we enter into the clefts of the mountains, is there a spot in the whole world where a man might be freed from temptation and evil deeds."

Our next place of visitation is Brunswick, the seat of Bowdoin College (Bo-din). It is located on a plain in the southern part of the town, and for beauty of location is not surpassed by any similar institution in the country. The village is a clean, bright, beautiful country town. The college buildings are among its chief ornaments. They are well surrounded by shade trees, while in the rear, an extensive grove of lofty pines adds charm and grace to the landscape; and one might easily fancy that each old pine was an Eolian harp, well attuned to the softest melody of sighing breezes, in hymning a tender requiem for the silent dead in yonder quiet graveyard.

I enter the portals of this honored temple of learning, and

my attention is at once fixed upon five broad slabs or stones; two of these stones are five feet wide and six feet long; two more are six feet wide and nine feet long. These famous slabs or stone books were brought from Western Asia, and contain the record of mighty kings of the earth who reigned in past ages. The hieroglyphics were translated by Selah Merrill, of Andover, Archeologist of the American Exploring Expedition beyond the Jordan. The translation is thus: "Palace of Assur-Nazur-pal, servant of Assur, delight of Bel and Ader, chosen of Anu and Dakin, worshipper of the great gods, king mighty, king of nations, king of Assyria, a warrior illustrious, who, in the service of Assur, his lord, has marched among the kings of the four regions, who his equal has not, who has ruled among many bodies of men, passing over the heads of his enemies, crushing the assemblages of the wicked, shaking mountains and seas, etc." This is but a short quotation from the original inscription found upon the stones.

The above lived and reigned two thousand nine hundred years ago.

There are three commodious brick school buildings in the village, with seven female and one male teacher. The latter a recent graduate of the college, with a salary of one thousand a year.

J. OAKLEY.

## SULLIVAN COUNTY TEACHERS' ASSOCIATION.

THIS Association met at Sullivan, on the 30th and 31st of December, 1874. Attendance good. Papers were read upon various subjects relating to education and school work. Although all the papers were good, and elicited much interesting discussions, the papers on "The Subject to be Instructed," "The Necessity of Moral Instruction in the public schools," and "The Duty of the State in Educating the People," were papers of more than ordinary merit. In the first, by Prof. Evans of U. C. College, "The Subject to be Instructed"—the child—the different kinds of teaching, the beginning with the child at the mother's knee, were very accurately described, and the results shown. The writer compared the mind to a piece of clear, white paper on which was done scribbling, plain writing, more legible and very beautiful writing, with muddy ooze, bad ink, clearer ink, the most beautiful fluid, by the awkward, the more cultivated, the most skillful, with pens of criminality, immorality, morality, and the golden pen of christian love and purity. Often, all this on one tablet, and when sent to school. Not unfrequently blotters were bad, blotching the best lines worst. Thus the teacher finds the "subject."

The second subject above mentioned, "The Necessity of Moral Instruction in the Public Schools," was treated by Prof. W. H. Cain, Associate Principal of the Sullivan Graded Schools. In this the Professor held that as "knowledge is power," it must have something to guide it aright; that with correct moral instruction in the schools, corruptions, both in high and low places, which are moral cankers preying upon American society, would be lessened.

"The Duty of the State in Educating the People," was treated by Geo. W. Register, County Superintendent of Schools.

The conclusions arrived at in this paper were, that if education be essential to the maintenance of our government, it is a political necessity; that if education decrease crime and pauperism and elevates mankind, it is then a social necessity; that if property pay all burdens imposed by ignorance and education will lessen these burdens, then education is a financial necessity; that it is the duty and the right of the State to legislate and enforce such legislation as is required for the general good of all in their individual and collective capacities; and if education be a political necessity, a social necessity, a financial necessity, and for the general good, then it is the duty and the right of the State to require the education of its subjects.

Many other subjects of vital importance were discussed. The meeting was very interesting and profitable.

GEO. W. REGISTER.

## THE MILLERSVILLE (PA.) NORMAL SCHOOL.

TWENTY-FIVE years ago Pennsylvania was regarded by outsiders as a slow old "Dutch State," just about waking up from a Rip Van Winkle nap; and there are those who are not altogether free from that idea yet.

It may be that our work is done more quietly, or perhaps not so brilliantly as in some other States, but in many respects Pennsylvania deserves a high rank.

The Normal School at Millersville during the past year had an attendance of 826 different students, of whom 279 were ladies and 547 were gentlemen. The number in attendance during the winter session was 501, and during the summer session 649, making a total for the two sessions of 1,150. The number graduated during the past year—there being but one class a year—was 35, 11 ladies and 24 gentlemen, two being members of the Scientific Course and the remainder, of what is called the Elementary Course. The Elementary Course is fully equal to the same course in any Normal School in the country, and is considerably more

extensive than that of several schools. The Scientific Course is about the same as at our best colleges, including a full course of mathematics and the sciences. Many of these graduates had at least a year's scholarship beyond the course in which they graduated. They all secured good positions as teachers, several of them being elected principals of graded schools, or assistants in high schools of academies.

In Pennsylvania arrangements are made for the boarding of the students in the school building. The income of the institution from the boarding department during the past year was \$51,203.73; the income for tuition was \$29,903.76, and from other sources connected with the business of the school, \$10,880.90; making a total income of \$91,288.39. The expenses of the school amounted to \$84,666.07.

The magnitude of this exhibit is, we believe, not exceeded by that of any similar institution in this country; indeed we do not know that it is even equaled. If this is so, Pennsylvania has the credit of having the largest State Normal School in the United States.

## THE LIQUOR BUSINESS IN THE UNITED STATES.

FROM official documents, the following facts appear: The amount of money spent in the United States for intoxicating liquors during the year 1870, as taken from official records:

Imported and domestic distilled spirituous liquors.....	\$1,344,000,000
Brewed and fermented liquors.....	123,000,000
Imported wines.....	15,000,000
Domestic wines.....	5,000,000

Total..... \$1,487,000,000

The amount spent for liquor in each State is also given, and it appears that New York, Pennsylvania, Ohio, and Illinois have the unenviable precedence; the investment in the three last named being more than double that in any other, and in New York more than quadruple. The same writer makes a startling comparison deduced from the following figures. In the same year,

The cost of flour and meat was.....	\$530,000,000
The cost of cotton goods.....	115,000,000
The cost of boots and shoes.....	90,000,000
The cost of clothing.....	70,000,000
The cost of woolen goods.....	60,000,000
The cost of newspapers and job printing.....	40,000,000

Total..... \$905,000,000

So that for the above staple articles scarcely two thirds as much was spent as for intoxicating liquor. We are not, therefore, surprised to learn that there were 140,000 liquor saloons in the United States, each having (estimated) 40 daily customers, making 5,600,000 drinkers; and that there were 400,000 more persons engaged in the liquor business in the United States than in preaching the Gospel and school teaching; and from the effects of intoxicating drinks 100,000 are annually sent to prisons, 150,000 to drunkards' graves, and 200,000 children are reduced to want.—*Evening Post.*

"JESUS," says the story, "arrived one evening at the gates of a certain city, and he sent his disciples forward to prepare supper, while he himself, intent on doing good, walked through the streets into the market place.

"And he saw at the corner of the market some people gathered together, looking at an object on the ground; and he drew near to see what it might be. It was a dead dog, with a halter round his neck, by which he appeared to have been dragged through the dirt; and a viler, a more abject, a more unclean thing, never met the eyes of man.

"And those who stood by looked on with abhorrence. 'Faugh!' said one, stopping his nose, 'it pollutes the air.' 'How long,' said another, 'shall this foul beast offend our sight?' 'Look at his torn hide,' said a third; 'one could not even cut a shoe out of it!' 'And his ears,' said a fourth, 'all draggled and bleeding!' 'No doubt,' said a fifth, 'he hath been hanged for thieving!'

"And Jesus heard them, and looking down compassionately on the dead creature, he said, 'Pearls are not equal to the whiteness of his teeth!'

"Then the people turned towards him with amazement, and said among themselves, 'Who is this? this must be Jesus of Nazareth, for only He could find something to pity and approve, even in a dead dog; and being ashamed, they bowed their heads before him, and went each on his way.—Quoted by Mrs. Jameson.

THERE'S no music in a "rest," Katie, that I know of, but there's the making of music in it. And people are always missing that part of the life-melody, and scrambling on without counting; not that it's easy to count, but nothing on which so much depends ever is easy. People are always talking of perseverance, and courage, and fortitude; but patience is the finest and worthiest part of fortitude, and the rarest, too. I have known twenty persevering girls to one patient one, but it is only the twenty-first one who can do her work, out and out, and enjoy it. For patience lies at the root of all pleasures as well as of all powers.—*Ruskin.*

## AND EDUCATIONAL NEWS.

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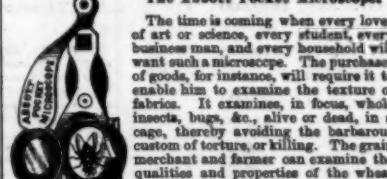
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must also do something to bring in some of those of the Celtic nation from parochial schools.

Commissioner Herring said he had made a careful and candid examination of this subject. By examining the report it seems that German had been used in schools for about twenty years as a special study, and now it must be enforced by means of a mandatory by-law. Pupils must be compelled to study it whether they want it or not. He had facts to present that will astonish the Board when they know them. There are but twenty study hours in a week, for recitations, after deducting all time used up for recesses, etc.

Now the proposition is to take one-tenth of this for German. I have examined the schools and find the following is a statement of things as they now are. The pupils actually spend in arithmetic, 80 minutes; reading, 80 minutes; history, 80 minutes; mental arithmetic, 40 minutes; penmanship, 40 minutes; spelling, 60 minutes. Now you propose to give 120 minutes to German!

How is it proposed to introduce this system. I visited a school where this plan is in operation, and plainly observed the demoralization it had caused.

Another great objection is this: those who teach German are not able and skillful persons. The good German teachers do not come to this country, they stay at home. Visit these classes and you will find the disorder and mismanagement shows that they are not equal to the position. By examining the German course it will be seen that an attempt is to be made to teach some studies, such as geography in German.

Suppose in an adjoining ward, where there are Italian, you make up a class and insist on teaching German to those who come to learn English!

In the Report of Supt. Kiddle, of 1866, 1867, 1868, 1871 and 1872, we find continual reference to shortcomings in the work of teachers—as in reading, spelling, etc., which plainly grow out of a lack of time on the part of teachers. Now, it is proposed to lessen the time and thus increase the difficulties in the way of a thorough education!

History repeats itself. Why, the Dutch years ago tried to keep the Dutch in the schools by getting a Dutch teacher, now it is proposed to do the same thing. That is the way the "Dutch are to take Holland" (New York).

In places of business conducted by Germans, it is plain that business is done in English. No clerk is considered valuable until he learns English. This shows that the Germans succeed, not because they are Germans, but because they can use the English. So in our savings' banks, the clerks employed all speak—must speak English.

Superintendent Fanning speaks of the difficulty in teaching writing. I will show you a few slates I picked up in a German class, and you can judge whether this imitating the German character does not injure the penmanship of our schools. An article in the *Nation* shows that the study of German makes its students shortsighted,

Commissioner Farr rose to ask the postponement of this question to the next regular meeting, which was agreed to.

Commissioner Klamroth rose to a point of order, and was permitted, on a vote of eight to seven, to explain. He said that a slur had been cast on those auxious to protect the interests of the German language.

Commissioner Herring disclaimed any intention to cast any slur on the German nation, on Commissioner Herring, or any of his friends.

Commissioner Farr presented the report of the President of the Normal College, and asked that 1,500 copies be printed, which was agreed to.

Commissioner Dowd sent in a report for nominating Superintendent and Agents of Truancy the following persons, which was agreed to:

Alexander M. Stanton, of Fordham, Superintendent of Truancy, at a salary of \$2,500.

Matthew W. Berryman, Jeremiah H. Baker, W. W. Williams, A. C. Martinez, A. Bigelow Clarke, M. Barnett, William C. Bradley—salary \$1,350.

These go into office March 1st.

Commission on Nautical School sent in a report asking for an awning for schoolship St. Marys, which was agreed to.

After auditing several bills the Board adjourned.

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For support of the Nautical school..	
For expenses of compulsory education .....	
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Total.....	<b>\$468,467</b>
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	<b>30,000</b>
	<b>\$3,234,967</b>
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### THE STATE OF PENNSYLVANIA AND PUBLIC EDUCATION.

#### EDITORS SCHOOL JOURNAL:

To no State in the Union is the education of all its inhabitants of greater necessity than to the Keystone State. Its vast manufacturing, mining, commercial and agricultural interests, requires intelligent labor as an indispensable condition of successful development.

Ignorant labor is improvident, unprofitable, prejudiced and difficult to control, and produces on the average not over two-thirds as much in the long run as the same labor would produce if it had a common school education.

The State is now spending ten millions of dollars annually for public education. This is sufficient to secure to every child in the State a good elementary education, provided the children attend the schools provided for them. But the ignorance, avarice, poverty or crime of a large number of those having the control of children keep some two hundred thousand of these children out of school altogether.

In the State of New York, a single ignorant pauper girl, Margaret, has, in seventy-five years, become the ancestor of two hundred criminals and paupers. How many "Margarets" is Pennsylvania raising in her 200,000 children that do not attend schools at all.

In 1870, Pennsylvania had 177,611 inhabitants over 21 years of age, who cannot read and write! Of these 61,350 were males, and hence were or may be voters, and control the destiny of that great State.

This condition of things is fully appreciated by their statesmen and political economists, and in accordance with their reported recommendation a bill is introduced, and is now pending in their Legislature, "To secure to children the benefits of elementary education." The enactment and wise enforcement of this law will add more to the wealth and prosperity of that State than that of any bill that will come before their Legislature this session. A friend has sent me a copy of their proposed law, which I inclose to you for publication.

Your truly,

DEXTER A. HAWKINS.

NEW YORK, Jan. 30, 1875.

### AN ACT

#### TO SECURE TO CHILDREN THE BENEFITS OF AN ELEMENTARY EDUCATION.

SECTION 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met and is hereby enacted by the authority of the same. That all parents and those who have the legal charge of children shall instruct or cause them to be instructed in spelling, reading, writing, English grammar, geography, arithmetic, and the history of the United States of America and every part, guardian, or other person having legal charge of any child between the ages of eight and sixteen years shall cause such child to attend some public or private day school at least sixteen weeks in each year eight weeks at least of which attendance shall be consecutive or to be instructed regularly at home at least sixteen weeks in each year in spelling, reading, writing, English grammar, geography, arithmetic and the history of the United States of America unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable.

SECTION 2. No child under the age of sixteen years shall be employed by any person or corporation to labor in any business whatever during the school hours of any school day of the school term of the public school in the school district or city where such child is unless such child shall have attended some public or private day school where instructions were given by a teacher qualified to instruct in spelling, reading, writing, geography, English grammar, arithmetic, and the history of the United States of America, or shall have been regularly instructed at home in said branches by some person qualified to instruct in the same at least sixteen weeks of the fifty-two weeks next preceding any and every year in which said child shall be employed, and shall, at the time of such employment, deliver to the employer a certificate signed by the teacher, or a school director, or trustee of a school district, or of a regular school certifying to such attendance and instruction, and any person or corporation who shall employ any child contrary to the provisions of this section, shall, for each offense, forfeit and pay a penalty of fifty dollars to the board of school directors or trustees of the township town or city in which such offense shall occur, the said sum or penalty, when so paid, to be added to the public school money of the school district in which the offense occurred.

SECTION 3. It shall be the duty of the director or directors, trustee or trustees of every school district in every town and city in the months of January and October of each year, to examine into the situation of the children employed in all mining and manufacturing establishments in such school district, and in case any town or city is not divided into school districts, it shall, for the purposes of the examination provided for in this section be divided by the school authorities thereof into districts, and a certain director or directors designated for each district, and the said director or directors notified of their respective districts, on or before the first day of January of each year, and the said director or directors shall ascertain whether all the provisions of this act are duly observed, and report all violations thereof to the board of school directors of said township, town or city. On such examination the proprietor, superintendent or manager of such establishment shall, on demand, exhibit to said examining director or directors, a correct list of all children between the ages of eight and sixteen years employed in said establishment with the said certificate of attendance on school or of instruction.

SECTION 4. Every parent, guardian or other person having legal charge of any child between the ages of eight and sixteen years who has been temporarily discharged from employment in any business in order to be afforded an opportunity to receive instruction or schooling, shall send such child to some public or private school, or shall cause such child to be instructed as aforesaid, at home, for the period for which such child shall have been so discharged to the extent of at least sixteen weeks in all, in each year, if the public schools are, during that time in session, unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable.

SECTION 5. The director or directors of any school district or public school, or the president of an Union school, in case there is no such officer, then such officer of the Board of Education of any city or town may designate, is and are hereby authorized and empowered to see that sections one, two, three, four and five of this act are enforced, and to report in writing all violations thereof to the Board of School Directors of the township, town or city, and any person who shall violate any provision of sections one, three, four and four of this act shall, on written notice of such violation, from one of the school officers above named, forfeit for the first offense, and to pay to the Board of School Directors of the township, town or city in which he resides or such offense has occurred, the sum of five dollars, and after such first offense shall for each succeeding offense in the same year forfeit and pay to the Board of School Directors of said township, town or city, the sum of five dollars for each and every week not exceeding sixteen weeks in any one year, during which he, after notice from said school board or officer shall have failed to comply with any of said provisions, the said penalties, when paid, to be added to the public school money of said school district in which the offense occurs.

SECTION 6. In every case arising under this act where the parent, guardian or other person having legal charge of any child between the ages of eight and sixteen years shall show to the board of school directors of the proper district in which he lives, and shall satisfy them that he or she is unable to provide such child for said sixteen weeks with the text books required to be furnished to enable such child to attend school for said period, the said Board of Directors shall provide said text books for said sixteen weeks at the public school for the use of such child, and the expense of the same shall be paid out of the public school money of said district by the proper officer thereof on the certificate of said Board of Directors specifying the items furnished for the use of such child.

SECTION 7. In case any person having the legal charge of any child between the ages of eight and sixteen years is unable to induce said child to attend school for said sixteen weeks in each year, and shall so state in writing to said director or directors examining as before directed, the said child shall, from and after the date of the delivery to said director or directors of said statement in writing, be deemed and dealt with as an habitual truant, and said person shall be relieved of all penalties incurred for said year after said date under sections one, four and five of this act.

SECTION 8. The Board of Education or Public Instruction, by whatever name it may be called in each city, and the directors of the school districts in each town or township, by an affirmative vote of a majority of said directors, at a meeting or meetings to be called for this purpose on ten days' notice in writing to each director, said notice to be given by the secretary of said Board of Education or directors are for each of their respective cities, towns or townships hereby authorized and empowered and directed, on or before the first day of January, eighteen hundred and seventy-six to make all needful provisions, arrangements, rules and regulations concerning habitual truants and children between said ages of eight and sixteen years of age, who may be found wandering about the streets or public places of such city, town or township during the school hours of the school day of the term of the public school of said city, town or township, having no lawful occupation or business, and growing up in ignorance, and said provisions, arrangements, rules and regulations shall be such as, in their judgment, be most conducive to the welfare of such children and to the good order of such city, town, or township, and shall provide suitable places for the discipline and instruction, and confinement, when necessary, of such children, and require the aid of the police of cities and constables of towns and township to enforce their said rules and regulations, provided, however, that such provisions, arrangements, rules, and regulations shall not go into effect as laws for said several cities, towns and townships, until they shall have been approved in writing by a president Judge of a Court of Common Pleas for the judicial district in which said city, town, or township is situated, and when so approved the same shall be filed with the secretary of such Board of Education or school directors of the said city, town, or township, who shall print the same and furnish five copies thereof to each director or trustee of each school district of said city, town, or township; the said directors shall keep one copy thereof posted in a conspicuous place in or upon each school house in his charge during the school term of each year. In like manner the same in each city, town, or township, may be amended or revised annually in the month of December.

SECTION 9. Justices of the peace, aldermen and police justices shall have jurisdiction within their respective townships, towns and cities of all offenses and of all actions for penalties or fines described in this act or that may be described in said provisions, arrangements, rules and regulations authorized by section eight of this act. All actions for fines and penalties under this act shall be brought in the proper, corporate name of the Board of School Directors of the city, town, or township to whom the same is payable and be collectable as debts of like amount are now by law collectable.

SECTION 10. Two weeks attendance at a half time or evening school shall for all purposes of this act be counted as one week at a day school.

SECTION 11. This act shall take effect on the first day of January, one thousand eight hundred and seventy-six.

TWENTY-FIFTH ANNUAL STATEMENT.  
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Cash in Company's Office.....	371 00
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New York City, County and State Securities.....	127,101 67
Brooklyn Securities.....	203,370 43
Loan Policies actually in force.....	100,308 42
U. S. Bonds.....	130,400 02
Temporary Loans on U. S. Bonds, &c.....	80,127 48
Agents' Balances Secured.....	10,000 94
Deferred Semi-Annual and Quarterly Premiums, \$115,570.09, less 10 per cent. margin for cost of collection.....	104,021 19
Premiums in Course of Collection, \$41,459 80, less 10 per cent. margin for cost of collection.....	37,905 82
Interest Accrued.....	44,888 12
Excess of Market Value of Securities over cost.....	24,972 28
Real Estate.....	7,119 50
	<b>\$4,422,636 68</b>

## LIABILITIES.

Re-Insurance Reserve, 4 per cent. actuaries' table.....	\$3,504,875 00
Dividend Additions, 4 per cent. actuaries' reserve.....	229,123 00
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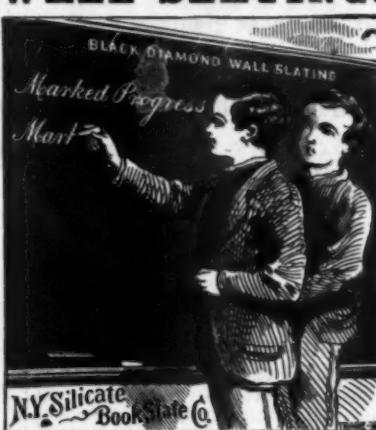
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WILLIAM CULLEN BRYANT.  
NEW YORK, Oct. 10, 1874.

To ALBERT WELLES, Esq.

My dear Sir:—It is a pleasure to refer to the gratification I had in listening to your very beautiful poetic version of the "Life of the Saviour." It is a work much needed in families and Sunday Schools of the country, inasmuch as it is the only production of the kind which will satisfy the natural craving of children for instruction in a pleasant form.

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Hoping that you may take measures for placing this effort of your genius in the hands of Christian mothers and Sunday School instructors. I have the honor to remain, Your friend and well-wisher,

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NO. 306 SECOND AVENUE, November 20, 1874.

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Very truly yours, W. W. RAND.  
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My dear Sir:—I have read with interest the verses you have enclosed to me.

Your purpose is an admirable one. Parents, pastors and teachers will welcome the aid your poem lends them in their efforts to win for Him who best may claim the title "Children's Friend," the little ones entrusted to their care.

Faithfully yours, WM. T. SABINE  
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From the "Home Journal," Dec. 23, 1874.

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